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A COMPARATIVE STUDY BETWEEN STUDENT EXPECTATION AND PERCEPTION TOWARD SERVICE QUALITY OF ANDALAS UNIVERSITY WEBSITES

THESIS



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PADANG
2011**

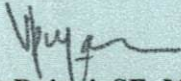
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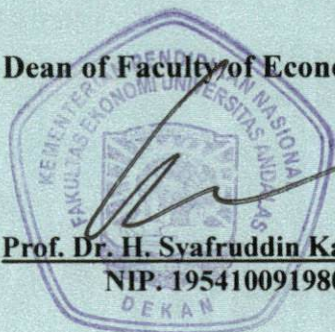
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PREFACE



Deeply praise for ALLAH SWT, Lord of the world, the owners' of living things, Allah azza wa jalla, my overwhelming gratitude is dedicated for ALLAH ever after. Alhamdulillah, ya Allah for always give light guidance and glare way upon my tortuous thesis completion. Magnificent prophet, the Majesty of Muhammad S.A.W, messenger who brings victorious Islam in all of age of the world.

This thesis is proposed to fulfill partial requirement in achieving undergraduate degree at Management Department, Faculty of Economics, Andalas University. The topic of Service Quality toward Andalas University Website is been taken since there were an enormous flaming of On-Line System that Andalas University applied for all campus administration requirement. Besides, Service Quality is one of development criteria that a university has to make in proposing its target to be a world class university.

Realizes that this thesis is need to be improved due to its limitations for achieving perfection, so that the writer expecting guidance and comment, please feel free to give any suggestions and critics to improve its quality. The writer wish that this thesis will able to create a highly precious contribution to academicians, ICT of Andalas University Websites, University Government, students and readers generally.

Padang, 11 April 2011

Researcher,

Eka Parisiah

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In the name of Allah who has the most gracious knowledge, the most merciful God in the entire galaxy. Alhamdulillah, all praise is to Allah SWT for giving the writer strength and opportunity to finish this thesis with the title “A Comparative Study between Student Expectation and Student Perception toward Service Quality of Andalas University Websites”.

There must be lots of imperfection in conducting and reporting this thesis, consequence of that matter any correction and suggestion will be definitely needed to improve this thesis better. Then, writer realizes that the successful cannot be separated from the favors and assistances of exceptional people to whom I am very grateful. On this occurrence, I would like to express my gratitude to those who have support and encourage me on my life, particularly in academic life:

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You gave me wings and made me fly
"You touched my hand I could touch the sky
"I lost my faith, you gave it back to me
"You said no star was out of reach
"You stood by me and I stood tall
"I had your love I had it all
"I'm grateful for each day you gave me
(Celine Dion, Because You Loved Me)

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A Comparative Study between Student Expectation and Perception toward Service Quality of Andalas University Websites

*Skripsi S1 Oleh : Eka Parisiah
Pembimbing : Dr. Vera Pujani, SE, MM. Tech*

ABSTRACT

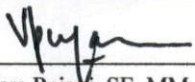
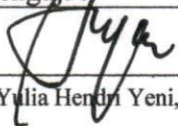
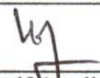
One of the most important service sectors of economy contributing a lot to the development of the economy is education sector. The purpose of this study is to assess service quality perceptions of students studying at Andalas University, Padang, in West Sumatera. Five dimensions of service quality (Tangible, Reliability, Responsiveness, Assurance and Empathy) are used to compare UNAND Websites of service quality between students' expectation and perception.

The results of this research shows that in all aspects, students' expectation, are higher than their perceptions, and in fact the quality of offered services is low. Results can be used by policy makers and the Faculty unit involved at (Information Communication Telecommunication) ICT management in developing UNAND Website as one of e-learning process tool, to identify features that need improvement to meet UNAND Students' expectations. Areas such as responsiveness and reliability dimension within Websits were chosen to be more giving attention at first by ICT.

Keywords: *SERVQUAL (Service Quality); Andalas University Websites; Student's Perception and Expectation.*

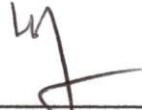
Skripsi ini telah dipertahankan di depan sidang penguji dan dinyatakan lulus pada tanggal 21 Maret 2011.

Abstrak ini telah disetujui oleh pembimbing dan pengujinya

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**“A COMPARATIVE STUDY BETWEEN STUDENT EXPECTATION AND
PERCEPTION TOWARD SERVICE QUALITY OF
ANDALAS UNIVERSITY WEBSITES”**

ABSTRACT

One of the most important service sectors of economy contributing a lot to the development of the economy is education sector. The purpose of this study is to assess service quality perceptions of students studying at Andalas University, Padang, in West Sumatera. Specifically the study aims to (1) examine service quality attributes dimension most significantly has the highest difference amongst the overall service quality as assessed by student expectation and perception and (2) compare the differences between student expectation and perception of service quality dimension. Applying a modified version of SERVQUAL model given by Sullivan & Walstrom (2001) and quantitative analysis approach, the obtained data in the survey method has been analyzed by utilizing the version 16.0 of SPSS. Five dimensions of service quality (Tangible, Reliability, Responsiveness, Assurance and Empathy) are used to assess UNAND Website and Web Portal of service quality with students' expectation and perception, more than 200 self-administrated questionnaires were distributed amongst students of eleven faculties based on convenience sampling, 165 received back and analyzed. Overall results indicate an overwhelming statistical significance in 46 out of 46 areas assessed highlighting difference between expectations of UNAND's student and their actual experience perceived.

The results of this research show that in all aspects, students' expectation, are higher than their perceptions of the Web site and Web Portal's operation, and in fact the quality of offered services is low. Results of the study can be used by policy makers and the Faculty unit involved at (Information Communication Telecommunication) ICT management in developing UNAND Website as one of e-learning process tool, to identify features that need attention to meet UNAND Students' expectations. Areas such as responsiveness and reliability dimension within UNAND Website and Web Portal were chosen to be more giving attention at first by ICT.

Keyword: SERVQUAL (Service Quality); Andalas University Websites; Student's Perception and Expectation.

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CHAPTER I

INTRODUCTION

1.1 Background of the Research

The internet service technology provided by educational level (in this study especially universities) is become more crucial for last decades. The entire college administration activities, daily learning process, registrations, and data entry are examples of activities conducted by university simultaneously and take continually. In real implementation, all of those activities are done through internet access technology. University around the world has its own personal website to deal with. In consequence of that matter, to determine if service quality website is maintained perfectly for the student as internet service technology user who take advantage of university website benefit is become the most essential matter.

Higher education of university as one of the most important service sectors of economy that contribute a lot to the development of the economy. Institutes of higher learning are getting more crucial of all as they contribute in shape of higher learning and research development, it has found that education sector is one of the most important ingredients to be blended with the economic activities for success. The system of quality evaluation in higher education has been topic of discussion for decades.

The things that will brings online user's satisfaction perceived feeling, primarily, is a sense of loyalty that comes from an Internet services, in this study UNAND Website should offering better service than ever did.

However, given that both large and small online universities have limited resources, priorities must be set among alternative service attributes in making investment decisions based on a university's performance strategies. In case of UNAND Website, ICT (Information and Communication Technology) as the main centre of online process technology activity must and could understand the similarities and differences of key service quality dimensions perceived and expected by student. Different service offering strategies can be applied to retain existing user's good perceived feeling and attract potential users who still expect for better service. Therefore, it is necessary to understand students' perceptions and expectations of service quality attributes related to Internet using as learning process and on-line administration and registration. So that, the key issues for students are: (1) how to retain this relatively loyal student; and (2) how to turn dissatisfied and disloyal student into Good Internet users (Yang & Jun 2002).

Andalas University in globalization competition to increasing educational performance of its student and sustainability development as whole, officially had applied on-line procedures in completing all student requirements, such as registration for each semester and KKN (Kuliah Kerja Nyata)/ Internship registration. The websites example already established by UNAND: (1) www.unand.ac.id (2) <http://www.portal.unand.ac.id> (3) <http://ilearn.unand.ac.id/> and (4) www.unand.ac.id/kkn.

Based on the researcher point of view, ICT (Information Communication Technology) is the most influent part of UNAND concerned unit regarding On-line system development in this university.

The problem found on the field, many students feel that the On-Line system is as a new other problem in their school activities, although there are some arguments that this On-Line System is a system that must be conducted by the university continuously. Therefore the aim of this comparative study is to examine what service quality dimension is influence the student willingness to use UNAND Website as their education learning process based on their perceptions and expectations. These perceptions will contain of analysis and implications which can be used to assist in improvement of UNAND Website delivery and student satisfaction.

Service quality is immediately noticed and challenged when something or certain situation goes wrong and is often labeled as poor quality. For decades, researchers around the world have been studying the relationship between service quality and customer satisfaction, which is in this case student satisfaction. Any research accepted that if student expectations are met they are satisfied, if service quality exceeds student expectations they are delighted.

Based on this conceptualization, the researcher was investigate and analyzed the topic in our research titled,

**“A COMPARATIVE STUDY BETWEEN STUDENT EXPECTATION AND
PERCEPTION TOWARD SERVICE QUALITY OF
ANDALAS UNIVERSITY WEBSITES”**

1.2 Research Questions (Problem Statement)

The idea of this research was taken from Sullivan and Walstrom (2001). Their researched on “Consumer Perspectives on Service Quality of Electronic Commerce Web Sites”, the purpose of the former author study is to examine consumer expectations and perceptions of service quality for business-to-consumer e-commerce Web sites. So that the previous study is in aligned with this present research, where come up with the idea in two main aspects; firstly the subject is business to customer (B2C) e-commerce Web sites user in this case is the student of Andalas University. Secondly, UNAND Web sites is defined role as website provides for supporting academic and learning process of UNAND student, as its in charge as an e-commerce website and in term for business and education function.

Since there was no empirical attention has been given to examining the service quality attributes in the context of UNAND Website from the perspectives of student. This research, therefore, intends to expand the body of knowledge relating to the service quality construct within the UNAND Website context. Two specific research questions are investigated:

1. Which service quality attributes dimension most significantly has the highest difference amongst the overall service quality as assessed by student expectation and perception?
2. Are there any differences between student expectation and student perception of service quality dimensions?

1.3 Objective of the Research

This comparative study defines five factor determinants of service quality in its relevance of SERVQUAL affecting both expectations and perception of UNAND's students. Objective of the research is to compare between the student perception and student expectation of service quality dimension from UNAND Websites. The research objective finally is to find out what ideal actions for UNAND Websites in improving and maintaining all service quality attributes that satisfy student as UNAND Website user and build a competitive advantage in dealing with internet access technology upon universities development.

1.4 Significant of the Research

This is a comparative study has been undertaken at a time when no information was available on how similar problems or research issues have been solved in the past. In align with UNAND purpose to create the new university system into World Class University is the strongest reason to do this study. Based on the literature on World Class Universities, a World Class University evaluation should consider: (i) Institutional characteristics that may affect quality; (ii) Instructional quality; (iii) Research quality; and (iv) Student quality. In general, there is wide agreement that great universities have three major roles: (1) excellence in education of their students; (2) research, development and dissemination of knowledge; and (3) activities contributing to the cultural, scientific, and civic life of society. (Levin, Jeong , & Ou, 2006). So this study will carry out whether UNAND has those criteria in proposing World Class University through the UNAND Website service quality.

Comparative study in this research expands the knowledge in concerning service quality dimensions on the context of UNAND Website, from the differing perspectives of UNAND's student. The study will provide a better understanding and clear picture of how UNAND's Student perception and expectation in using UNAND Website, then it will lead to valid analysis data which can be used for practitioner and academician in the future research.

1.5 Contribution of the Research

Contributions of this research are:

To offer better services, it is necessary for UNAND Website to investigate what existing and potential user expectation of service quality. Give contributions and inputs for UNAND Website regarding the student perception of service quality. Therefore, the researcher will help UNAND Website to increase student desires to use the website as the learning process through On-line system for now on and in the future. This research will add references that can be used by other researchers who are interested in investigating this topic in the future.

1.6 Scope of the Research

Based on the problem statement, this research will be limited to explain, examine and analyze what is necessary in understanding of students' perceptions and expectation on service quality dimension attributes in regard to UNAND Website through On-line system. The five service quality dimensions of SERVQUAL are variables that limited to be tested.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Service Quality

Over years it remains difficult to find consensus on the definition of service quality, and seems to differ based on the type of industry and nature of service provided. Perhaps most researchers and practitioners might now agree that service quality involves a comparison by the customers of his/her expectations with the actual performance of the service provider and the experience of satisfaction drawn from it. Even if there is no universally accepted definition of service quality, there are important benefits for practitioners in understanding customer expectations to provide quality service as perceived by the customers.

As has been suggested by studies, because expectations can differ between different groups of customers provision of service quality is made more challenging. One approach to address this could be the market segmentation strategies (Mohsin, Hussain, & Khan 2011). Quality has been defined "as the ability of a service to satisfy customers" (ISO, 9004-2) (ISO, 1991). Studies have confirmed the relationship between quality of service and satisfaction. Concluded "Satisfaction is emotional reaction to a product or service experience" (Qureshi, Shaukat & Hijazi, pg.281, 2010).

Definitions of service quality hold that this is the result of the comparison that customers make between their expectations about a service and their perception of the way the service has been performed (Parasuraman et al., 1988).

Service quality is defined as the degree of discrepancy between customers' normative expectation for service and their perceptions of service performance (Parasuraman et al., 1988). The definition of service quality was further developed as "the overall evaluation of a specific service firm that results from comparing that firm's performance with the customer's general expectations of how firms in that industry should perform (Parasuraman et al., 2005).

Service quality gets defined as the outcome of a comparison between expectations of a service and what is perceived to be received (Parasuraman et al 1988). The gap between expectation and perception of performance determines the level of service quality from a customer's perspective. Parasumaran et al (2005) developed the gaps model and the subsequent SERVQUAL instrument designed to identify and measure gaps between customers' expectations and perceptions of service received. Hence, by comparing students' expected service with students' perceived service, can determine whether their service quality is appropriate or not.

Early research on service quality considered services as intangible and its quality as an elusive construct that is difficult to understand. Rooted in the Expectation-Confirmation Theory, the SERVQUAL model was proposed.

The combination of theoretical and empirical research resulted in developing the SERVQUAL model that considers service quality as a multi-dimensional construct consisting of five dimensions: tangibles, reliability, responsiveness, assurance and empathy. The SERVQUAL development was based on the function of the difference scores or gaps between perceptions and expectations ($Q = P - E$) (Swaid & Wigand 2009). The SERVQUAL model is widely adopted to measure

service quality in traditional stores, the public sector, higher education, real estate, hospitals, the legal profession, employees service providers and festivals (for details see Li et al., 2002). This model was also employed to measure information systems service quality (e.g., Jiang et al. 2000; Kang et al. 2002; Kettinger et al. 2005), e-retailing service quality (e.g., Barnes & Vidgen 2001), e-banking service quality (Zue et al. 2002), online travel service quality (e.g., Riel et al. 2004) and web portals service quality (e.g., Yang et al. 2005).

E-service is defined as "the provision of service over electronic networks such as the internet" and includes "the service product, service environment, and service delivery that comprise any business model, whether it belongs to a goods manufacturer or a pure service provider" (Rust and Kannan, 2002, p. 4f). Electronic service quality has previously been defined as "the extent to which a Web site facilitates efficient and effective shopping, purchasing, and delivery" (Zeithaml et al, 2000, p. 11). This definition appears to be too specific to electronic retailing. In order to capture electronic services in a broader sense, electronic service quality should cover the complete service offering and not exclusively transaction-specific elements. In the case of Web sites intended for informational, promotional or supporting purposes, e-service quality could be defined as "the consumer's evaluation of process and outcome quality of the interaction with a service provider's electronic channels".

2.2 Web Sites

Websites are essentially a type of information technology. Direct confrontation is an internet transaction platform (Lin & Sun 2009). The meaning of

website (also spelled Web site; officially styled *website* by the AP Stylebook) is a collection of related web pages, images, videos or other digital assets that are addressed relative to a common Uniform Resource Locator (URL), often consisting of only the domain name, or the IP address, and the root path ("/") in an Internet Protocol-based network. A web site is hosted on at least one web server, accessible via a network such as the Internet or a private local area network. A web page is a document, typically written in plain text interspersed with formatting instructions of Hypertext Markup Language (HTML, XHTML). A web page may incorporate elements from other websites with suitable markup anchors. Web pages are accessed and transported with the Hypertext Transfer Protocol (HTTP), which may optionally employ encryption (HTTP Secure, HTTPS) to provide security and privacy for the user of the web page content. The user's application, often a web browser, renders the page content according to its HTML markup instructions onto a display terminal. All publicly accessible websites collectively constitute the World Wide Web. The pages of a website can usually be accessed from a simple Uniform Resource Locator (URL) called the homepage.

2.3 Perceived Service Quality Dimension

Perceived service quality can be defined as "a global judgment or attitude relating to the superiority of a service." Over the past three decades, researchers have attempted to discover the global or standard attributes of a service that are important to the customer and that contribute significantly to customers' quality assessment. Some reports on seven major attributes in the context of the service industry: security,

consistency, attitude, completeness, conditions, availability, and training. Later, ten dimensions were revealed in an exploratory study conducted by Parasuraman, Zeithaml & Berry (1985): tangibles, reliability, responsiveness, communication, credibility, security, competence, courtesy, understanding the customer, and access. Based on these ten dimensions, further purified and distilled these ten dimensions of service quality to five: tangibles, reliability, responsibility, assurance, and empathy. These five service quality attributes constitute the basis for global measurement of service quality, namely, SERVQUAL. Since that time, SERVQUAL has been applied to various service industries, although it has received some criticism. The primary concerns raised by many scholars are that: (1) there is difficulty in measuring different types of expectations and (2) service quality dimensions tend to be context-bounded and service-type-dependent (Yang & Jun 2002).

2.4 Service Quality Dimension of SERVQUAL

While the research into the nature of e-service quality remains exploratory (Herington & Weaven, 2009) was employed e-servqual for e-retail banking. In contrast, this research is an explanatory study and proposed especially for higher education (university). According to industry analyst Datamonitor, US companies lost over \$6.1 billion in online sales in 1999 due to failing to implement effective e-service solutions (Bnet, 2000). This means that e-retailers struggle in delivering quality service and lack an accurate measurement tool to diagnose the weakness factors in their e-service delivery systems (Swaid & Wigan, 2009). The study of Wolfinbarger and Gilly (2003) explain problems found in e-service quality

instrumentation by "Little commonality exists among the scales developed for measuring website characteristics to consumers. Some scales focus exclusively on the website interface, while others attempt to measure the entire purchase transaction" (p. 185). Because those above latest studies explained that there were essential problems in employing E-SERVQUAL therefore this study confident to employ SERVQUAL than E-SERVQUAL, besides there is a need to apply a standardized instrument for measuring customer perceptions of website service quality, which will be essential to the development of e-business theories, and provide researchers with a basis for explaining, justifying, and comparing difference across results.

Traditionally, the SERVQUAL (c.f., Parasuraman et al., 1988, 1991; Babakus & Boiler, 1992; Carman, 1990; Cronin & Taylor, 1992; Zeithaml, 1988; Zeithaml et al., 1990) scale has been used as a generic instrument for measuring customer-perceived service quality of traditional retail and service businesses. **An important advantage of the SERVQUAL instrument is that it has been proven valid and reliable across a large range of service contexts (Santhiyavalli & Sandhya, 2011).**

Based on extensive focus group research (Parasuraman et al., 1985), the original 22-item SERVQUAL was developed for application in a broad spectrum of service sectors, including an intrafirm context (Zeithaml et al., 2000). Suggestions came up that regardless of the type of service, customers used basically similar criteria in evaluating service quality and that these criteria span virtually all aspects of the service. Underlying the 23 items are five dimensions, including: Instrument items were developed to measure five different service quality indicators:

- * Tangibles: Physical facilities, equipment, and appearance of personnel.
- * Reliability: The ability to perform the promised service dependably and accurately.
- * Responsiveness: The willingness to help customers and to provide prompt service.
- * Assurance: The knowledge and courtesy of employees and their ability to convey trust and confidence.
- * Empathy: Caring, individualized attention the service provider gives its customers.

Service quality for each dimension is captured by a difference (gap) score G (representing perceived quality for that item), where $G = P - E$ and P and E are the average ratings of a dimension's corresponding perception and expectation statements, respectively (Wang & Tang 2003).

2.4.1 Tangibles

Tangibles include the appearance of the facilities, equipment, and the personnel (Sullivan & Walstrom 2001). Define also as appearance of physical facilities, equipment, personnel, and written materials (Zeithaml et al., 2000).

2.4.2 Reliability

Reliability includes the ability to perform the promised service dependably and accurately (Sullivan & Walstrom 2001). It also could relate to timely delivery of ordered goods, accurate information and correct links (Riel et al., 2001). A means of approaching, entering, exiting, communicating with, or making use of: a store with easy access. The ability or right to approach, enter, exit, communicate with, or make use of: has access to the restricted area; has access to classified material. In general, reliability (systemic definition) is the ability of a person or system to perform and

maintain its functions in routine circumstances, as well as hostile or unexpected circumstances or ability to perform the promised service dependably and accurately.

2.4.3 Responsiveness

Responsiveness includes willingness to help customers and provide prompt service (Sullivan & Walstrom 2001). Responsiveness could refer to the speed of the company's response to the customer (Riel et al., 2001). Responsiveness represents the service provider's ability to respond quickly to requests and suggestions, and to provide assistance for customers in case of problems (Zeithaml et al., 2000). Customers have identified a fast response as an element of high-quality service (Voss, 2000), but in practice many companies fail on this dimension.

Here, responsiveness is defined as the extent to which user feedback is taken into consideration, and the promptness of reply. The responsiveness of an interactive system describes how quickly it responds to user input (i.e. the rate of communication with the system). It is one of the criteria under the principle of robustness (from a usability principle). The other three are observability, recoverability, and task conformance. There are many factors that can influence the responsiveness of an interaction system, such as poor design, improper input from users, problems with the operation system or the network. Generally, it is really a good practice to have the designer(s) of the system play the role of the user and run diagnostics to determine if it causes any unreasonably long delays. This will allow them to affect any changes that need to be made before the system is introduced to the users worldwide, thus avoiding such problems earlier on the systems life-cycle.

2.4.4 Assurance

Assurance includes knowledge and courtesy of the employees and their ability to convey trust and confidence (Sullivan & Walstrom 2001). It could be interpreted as the safety of online transactions and the policy for using personal information by the company (Riel et al., 2001). Assurance dimension is getting crucial since its relation to student's perception on high uncertainty risk of service provider. Institution and company develops, builds trust and faithfulness of consumer through direct service of employees which handle the user. So the components of this dimension consists of employee's competency includes: skilled, knowledge of employees in conducting the service and company/institution.

2.4.5 Empathy

Empathy includes the caring and individualized attention a business affords its customers (Sullivan & Walstrom 2001). It could refer to the degree of customization of communications based on customers' personal needs (Riel et al., 2001).

Qureshi, Shaukat and Hijazi (2010) founded that there has been a grouped educational service quality into two groups i.e. technical (outcome) and functional (process) group. Parasuraman et al. (2005) says that SERVQUAL scale has one tangible dimension (Tangible), and four intangible dimensions that are service process reliability, empathy, assurance, and responsiveness.

2.5 Student Satisfaction

In conclusion of Satisfaction, Satisfaction is an outcome of quality of service offered, suggested that concept of service quality should be implemented in education sector just like other manufacturing and service sectors of the economy. Positive perception regarding the quality of service offered creates a positive image regarding service quality in the minds of students which ultimately lead them to satisfaction. Those students are likely to be more satisfied who are having positive experience with institution rather than those students with negative experience. Students always set some sort of expectations with educational institutes when these expectations are met students are more satisfied and loyal towards the institute. As there is positive relationship between quality of service offered and student satisfaction, management should pay a keen attention to the quality of service offered (Qureshi et al., 2010).

Then again, satisfaction of students reflects perception of service quality differences offered. Perceived quality and student satisfaction has direct relation with post-lecture intentions of students. There was an argues that teaching staff, enrolment and course organization have an impact on satisfaction of students, and satisfaction leads to intent to return to university, helps university to improve and maintain its reputation and its number of students. In beginning of 2010 found that responsiveness and reliability are significantly related with customer satisfaction. Compare within the year 2004 found that the main criteria for preferring one institute over other is education quality and service offered at the institute. The teaching staff (tangibles), the teaching methods (responsiveness and reliability) and administration of university leads to student satisfaction. Communication and responsiveness are most crucial

determinants of student satisfaction but absence of responsiveness, tangibles and communication leads students to dissatisfaction by research in 2008.

This research addresses five issues of service quality and its correlation on student satisfaction (Qureshi, Shaukat & Hijazi, pg.281, 2010).

2.6 Previous Empirical Research

2.6.1 Key attributes of Service Quality

During the past several years, a number of conceptual and empirical studies have attempted to address key attributes of service quality directly or indirectly related to Internet Commerce.

Sullivan and Walstrom (2001) their researched on “Consumer Perspectives on Service Quality of Electronic Commerce Web Sites”, the purpose of the former author study is to examine consumer expectations and perceptions of service quality for business-to-consumer e-commerce Web sites. There was examined on what made users revisit a Web site and discovered that the most important variables are design features, such as content, layout, and ease of finding information, navigability, and emotional experience, such as enjoyable visits.

Hoffman and Novak (1997) pointed out that personalization is the essence by which Internet firms valorize the Internet as a unique consumer market. When investigating the Web sites of the top 100 U.S. retailers, Griffith and Krampf (1998) mentioned that the lack of prompt responsiveness, especially to e-mail inquiries, was the most common phenomenon in cyberspace. They pointed out that customer service access through the Web sites needed enough staff support to satisfy their customers.

Balfour, Farquhar, and Langmann (1998) put emphasis on transaction security and personal information privacy when examining consumer needs in global electronics. Dellaert and Kahn (1999) conducted four computer-based experiments to understand how waiting time of information download negatively affects consumers' perception of the performance of the Web site.

Finally, the study by Gefen (2002) tested the applicability of the dimensions of the SERVQUAL model in e-commerce. This study has resulted in identifying three factors: tangibles, empathy and combined factor of reliability, responsiveness and assurance perceptions. The ultimate goal of Gefen (2002) study was to test the links among the dimensions of e-service quality, perceived risk, trust and cost-to-switch and the variable of customer loyalty.

Although the study investigated the relative importance of e-service quality on customer loyalty, the loyalty variable was a unidimensional construct that focused only on favorable behavioral consequences (i.e., comes first to mind, doing more business, willingness to recommend and encouraging others to do business with the provider).

2.6.2 Relative Importance of Service Quality

In examining the relative importance of service quality attributes to the overall service quality as perceived by customers, a number of researchers adopted SERVQUAL in various service industries. For example, Rosen and Karwan (1994) identified the significant attributes in four different service industries, such as: "understanding the customer" for restaurants, "assurance" and "reliability" for health

care, "reliability" and "tangibles" for lecture teaching, and "assurance" for bookstores. Johnston (1995) identified "responsiveness" as an important factor at the industrial level.

2.6.3 Internet Commerce

In the context of Internet commerce, few studies have addressed the relatively important attributes in determining consumers' perception of overall service quality. Though Sohn (2000) uncovered six services quality dimensions perceived by online financial service customers, the author did not further investigate which attributes were most important for customers to evaluate overall service quality.

This study attempts to fill the gap by addressing the following research question: what are the most influential online service quality attributes to achieve high levels of overall service quality perceived and expected by student?

2.6.4 Research on Web Portal Information Service Quality Evaluation

With the rapid development of internet, evaluation of website information service has become a key issue, more and more organizations and researchers have developed different methods for various websites information service quality evaluations. Gomez.com developed different scorecard indices to evaluate websites information service quality in different industries such as banking, mortgage, insurance, and retail .Their evaluation of a website combines results from both consumer surveys and expert judgments based on factors such as us-age, web resources, information reliability, response speed and personalized service. BisRate.com established an index system for the information service evaluation of

ecommerce website based on dimensions such as product representation, product information, on-time delivery, and customer support. Web portal information service is more diversified than general website information service-a web portal presents information from diverse sources in a unified way. So it is more complicated and difficult to evaluate their qualities. There is no currently established conceptual foundation for developing and measuring the information service quality of web portal in general.

The only two published researches we can find to address this issue were conducted by Riel et al. (2001) and Yang et al. (2005) respectively. Riel et al. employed exploratory factor analysis (EFA) to identify underlying dimensions. Based on a sample of 52 sub-scribers from a portal that publishes a weekly medical newsletter, they found three key aspects of portal information service: core service, supporting services, and user interface.

Yang et al (2005) employed a rigorous scale development procedure to establish an instrument that measures information service quality of information presenting web portal (IP web portal). They determined that there were five service quality dimensions perceived by users of an IP web portal: usability, usefulness of content, adequacy of information, accessibility, and interaction. The five dimension measurement scales added to extant literature by establishing a basis for further theoretical advances on information service quality of a web portal (Changping, Yang, & Mingjing 2009).

2.7 Hypotheses

The literature seems to suggest that Perceived service quality can be defined as "a global judgment or attitude relating to the superiority of a service." Over the past three decades, researchers have attempted to discover the global or standard attributes of a service that are important to the customer and that contribute significantly to customers' quality assessment.

In this study we define how the importance of the service and the contribution to the students' quality assessment (Yang & Jun 2002).

Therefore, in this study, UNAND Website with high service quality dimensions are hypothesized to have a superior in affecting overall service quality assessment from student's perspectives.

Tangibles have been defined as physical facilities, equipment and appearance of personnel (Parasuraman et al., 1985). Issues related to the branches such as access to the facilities, safety and convenience are on tangible basis. Thus, the following hypotheses are proposed:

***H_{a1}*:** There are any differences between student expectations and perceptions of UNAND Website service quality regarding tangibles dimensions.

Parasuraman et al. (1988) defined reliability as the ability to perform the promised service dependably and accurately. Kheng et al. (2010) consider reliability as reputation that can be the most reliable indicator of service quality which could be related to customers past experiences. As such, the following are hypothesized:

Ha₂: Expectation about reliability dimension of UNAND Website will be obviously different with the perceptions of reliability dimension.

According to Parasuraman et al. (1988), responsiveness is willingness to help customers and provide prompt service. Responsiveness is likely to have an important and positive effect on customer satisfaction (Kheng et al, 2010). Therefore, the following are hypothesized:

Ha₃: Expectation about responsiveness dimension of UNAND Website service quality will be massively different than perception about responsiveness dimension of UNAND Website service quality.

Parasuraman et al. (1988) defined assurance the knowledge and courtesy of employees and their ability to inspire trust and confidence. Several studies suggest that the exchange of information is an important part of both traditional selling and relationship marketing which may lead to a shared understanding (Kheng et al., 2010). Therefore, the following hypotheses are proposed:

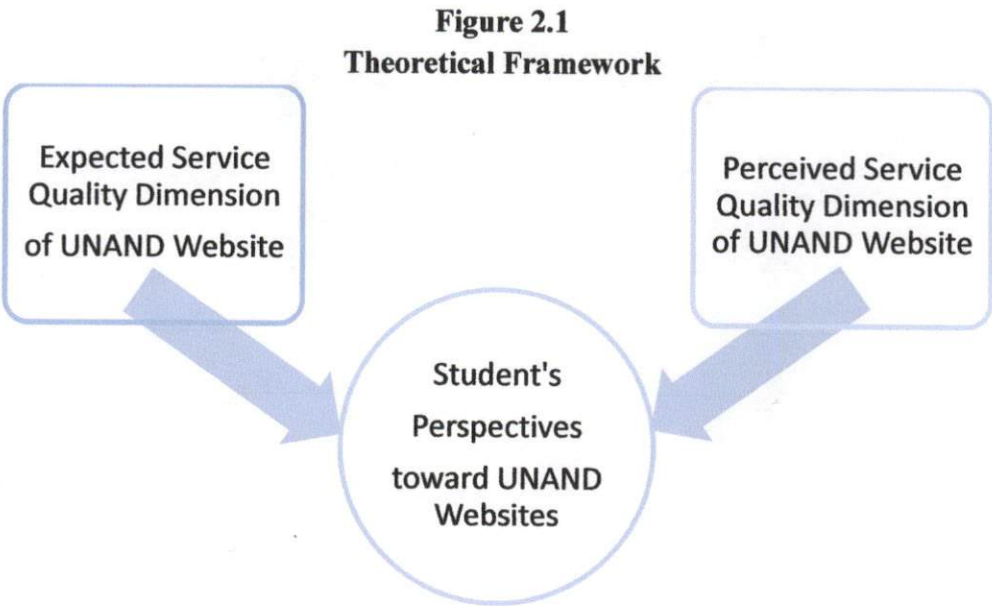
Ha₄: Perception about assurance dimension of UNAND Website service quality will have a big discrepancy differences with the expectation about empathy dimension of UNAND Website service quality.

Parasuraman et al. (1988) defined empathy as the caring, individualized attention the firm provides for its customers. Empathy is proved to be influential in customer loyalty (Kheng et al., 2010). Thus, the followings are hypothesized:

Ha₅: There are any differences between student expectations and perceptions of UNAND Website service quality toward tangibles dimensions.

2.8 Theoretical Framework

Diagram of the relationship between perception and expectation of UNAND Website from Student Perspective:



Source: Developed by Researcher

CHAPTER III

RESEARCH METHODS

3.1 Research Design

The quantitative research methodology was chosen. Taking role as the educated students in information technology related with UNAND Website development is selected by researcher as the subject for this study. Based on the current situation since UNAND officially implement On-Line System as the shape of development sustainability in competing and move forward to become world Class University, it was believed that the student possess unique characteristic, complaining in On-Line system issues and web surfing experience that would enable them to more accurately in evaluating UNAND Website. Furthermore, service quality expectations were required to determine service quality. The expectations of this student were believed to be more representative of the expectations of current and future on-line system using in UNAND.

In regard to find appropriate answer to the research questions and to test the hypothesis the researcher had select quantitative research as the tools to do the research. This type of design is suggested from the research framework. SERVQUAL service quality dimension are derived as variables to be measured in examining the student perspective and expectation toward UNAND Website, especially its On-Line Systems.

3.2 Population

Sekaran (2003) conceptualizes population as entire group of people, events, or things of interest that the researcher wishes to investigate. The active student of Andalas University is defined as the population of the research. Age of the respondent was 16 – 25 years old. There are eleven faculties of Andalas University in the 2010-2011 academic years:

1. Agriculture Faculty (Fakultas Pertanian)
2. Medicine Faculty (Fakultas Kedokteran)
3. Economic Faculty (Fakultas Ekonomi)
4. Law Faculty (Fakultas Hukum)
5. Science Faculty (Fakultas MIPA)
6. Animal Faculty (Fakultas Peternakan)
7. Letters Faculty (Fakultas Sastra)
8. Engineering Faculty (Fakultas Teknik)
9. Political Faculty (Fakultas ISIP)
10. Pharmacy Faculty (Fakultas Farmasi)
11. Agriculture Technology Faculty (Fakultas Teknologi Pertanian)

3.3 Sample

Sample is a part of research elements. Sekaran (2003) conceptualizes sample as a subset of population. The advantages of taken sample are cheaper cost and quickly result. The following rules of thumb chosen for determining sample size were proposed by Roscoe (1975):

1. Sample size larger than 30 and less than 500 are appropriate for most research
2. In multivariate research (including multiple regression analyses), the sample size should be several times (preferably 10 times or more) as large as the number of variables in the study.

That Roscoe (1975) classification is the one of measures in determining the number of this sample. The eleven faculties of Andalas University will constitute the sample. Based on the above classification and researcher rough calculation, 165 respondents have been divided into eleven faculties, so there were about 15 respondents for each faculty taken as the sample of field observation population.

These 165 respondents has been chosen through a convenience sampling, where as its purpose to obtain quickly information, less expensive, and the representativeness of sample is not really critical for the study.

3.4 Sources of Data

Primary data is data or other information such as the perceptions of students are best obtained by talking to them; by observing events, people, and objects; or by administering questionnaires to individuals. Such data gathered for research from the actual size of occurrence (Sekaran 2003). Primary data of this research was questionnaire survey methods from students who use or search information through UNAND Website service. In order to collect data from the primary sources, the researcher used the questionnaires observation. Online administration of the survey is not adopted due to low recorded response rates to web-based surveys (Herington & Weaven, 2009).

3.5 Data Collection Method

The researcher used Field survey to gather all data and information needed. Field survey is direct research or observation through questionnaires. According to Zeithaml et al. (1996) "... the only criteria that count in evaluating service quality are defined by customers. Only customers judge quality; all other judgments are essentially irrelevant" (p.16), in this study the customers are the student. Therefore, undergraduate college Students University with sufficient web experience has been invited to participate in this research. Some studies question the appropriateness of using student subjects considering issues of external validity and generalizability. Latest suggestions are about the importance for theoretical and applied research to focus on internal validity in terms of operationalizations and establishing strong theoretical foundation. Moreover, a number of reasons suggest that, for this type of research, student subjects used would not affect the validity of the findings. College students as young adults are the most active web users consume more entertainment and media and conduct more personal businesses online than the overall web audience.

Second, the population of college students is younger and better educated than the population of the conventional customer and closely resembles the online customer population. Finally, using a homogenous population like college students can decrease the effect of variance when not exposed to all factors (structure, roles, and responsibilities) of the real world environment. (Swaid & Wigand 2009). Thus, students of a university in the Andalus University have been involved to participate in

the study. This gathering method based on respondents' answers, expectations and perceptions.

The questionnaire has been given to students to be completed by them and returned anonymously to the researcher. About 10-minute unstructured individual interviews related to the fulfill of the questionnaire has been conducted during school day in the Andalas University Campus or even in any convenience place at a prearranged time convenient to the respondents. The questionnaire asked the students about the extent to which they agreed or disagreed to a set of statements.

The following is the reason why the questionnaire survey was the most effective method to collect the data in doing the research (Sekaran 2003):

1. The easier maintain of respondent anonymity.
2. The researcher conducted survey on respondent. It seems complicated to conduct personal interview because of the number of respondents are 165 and limitation of time schedule of the research.
3. The very low of the postal system in the country made mail survey was time consuming for this study.
4. The data gathered through questionnaire was easy to put in quantitative analysis.
5. Can establish rapport and motivate respondent.
6. Doubts clarification.
7. Less expensive when administered to group of respondents.
8. Almost 100% response rate ensured.

3.6 Variables and Measurement

Research variables are five SERVQUAL service quality dimensions, they are: (a) Tangibles (b) reliability (c) Responsiveness (d) Assurance and (e) Empathy. Solicitation respondents has been asked to fulfill (answering) the questionnaire. The finalized survey questionnaire is consisted of four main parts, and little part at the end of main questions for comment, critic and suggestion from respondent toward UNAND website. Part A was consisted of general information about respondents' backgrounds. Part B based on Korgaonkar, Pradeep & Wolin, Lori D. (2002) included as web using/ usage behavior and Web belief and attitude statement.

For part C and D, this study adopted the two-column format SERVQUAL to develop the EC-SERVQUAL instrument. The SERVQUAL (Parasuraman et al., 1991) was slightly modified to apply to Andalas University Website context for Student perspective of its quality services. For example, the question was originally asked in terms of "Excellent website services", researcher changed the wording to "UNAND Website". The question was originally used "customer" term, here researcher changed into "user" because this UNAND Website is not B2B or B2C context. Then, on Assurance variables question, researcher added an adapted SERVQUAL from Sullivan, J. R., & Walstrom, K. A. (2001).

Further, part C consists of 5 items concerning students' expectations of online UNAND Website and the overall 5 SERVQUAL service quality measure. Part D contained items student perception of UNAND Web site, and the overall 5 SERVQUAL service quality measure.

In answering Part C and D Respondents were asked to rank the performance (expectation for part C and actual experience for part D) with regard to the Andalas University they were studying in, on A Likert-type five-point scale anchored on a scale of 1 to 5 where 1 was strongly disagree, 5 was strongly agree and 3 was neutral response. For each item a difference (gap) score will be produced through subtracting its corresponding perceived item from expected item. These two-measurement tables were adopted from the guidelines suggested by Wang, Y.S. & Tang, T.I. (2003) in developing comprehensive scales.

There was also an open ended question with space to provide any positive or negative comments about their point of view in the university Websites. The space was also used to note any comments made by the students during the survey. With the assistance of the pre-test (pilot study) the original questions were proved ready to be distributed in large number, because the questionnaires have been resulted on a proper number of validity and reliability test.

Table 3.1
Expected Service Quality

SERVQUAL Dimension	Question
Tangibles	1) Excellent website services should have update software and hardware,
	2) The physical facilities (such as infrastructure, network systems, equipments, tech.) at excellent website services should be visually appealing.
	3) Screen displays in excellent website services should be neat-appearing.
	4) The appearance of the materials in an excellent website should be in keeping with the kind of services provided.
Reliability	5) When excellent website promises to do something by a certain time, they should do so.
	6) When a user has a problem, excellent website services should show a sincere interest in solving it.
	7) Excellent website services should perform the service right the first time.
	8) Excellent website services should provide their services at the time they promise to do so.
	9) Excellent website services should maintain fully functional equipment and software.
Responsiveness	10) Excellent website services should tell users exactly when services will be performed.
	11) Excellent website services should give prompt service to customers.
	12) Excellent website services should always be willing to help user.
	13) Excellent website services should never too busy to respond to users' request.
Assurance	14) The behavior of excellent website services should instill confidence in users.
	15) User of excellent website services should feel safe in their transactions.
	16) Excellent website services should be consistently courteous with users.
	17) Excellent website services should have the knowledge to answer users' questions.
	18) Website should allow a user to personalize it. for example, save login preferences or adjust what appears on the browser.
Empathy	19) Excellent website services should give user individual attention.
	20) Excellent website services should have operating hours convenient to all their users.
	21) Excellent website services should have employees or admin who give user personal attention.
	22) Excellent website services should have the users' best interest at heart.
	23) Excellent website services should understand the specific need of the user.

Source: Sullivan & Walstrom (2001) and Wang, Y.S. & Tang, T.I. (2003)

Table 3.2
Perceived Service Quality

SERVQUAL Dimension	Question
Tangibles	24) The website service has update software and hardware.
	25) The website service's physical facilities (such as infrastructure, network systems, equipments, etc.) are visually appealing.
	26) The website service's screen displays are neat appearing
	27) The appearance of the materials in the website is in keeping with the kind of services provided.
Reliability	28) When the website service promises to do something by a certain time, it does so.
	29) When you have problems, the website service shows a sincere interest in solving it.
	30) The website service performs the service right the first time.
	31) The website service provides its services at the time it promises to do so.
	32) The website service maintains fully functional equipment and software.
Responsiveness	33) The website service tells you exactly when services will be performed.
	34) The website service gives you prompt service.
	35) The website service is always willing to help you.
	36) The website service is never too busy to respond to your requests.
Assurance	37) The behavior of the website service instills confidence in you.
	38) You feel safe and comfort in your activity over the website service.
	39) The website service is consistently courteous with you.
	40) The website service gives you individual attention.
	41) The website service allows you to personalize the website.
Empathy	42) The website service gives you individual attention.
	43) The website service has operating hours convenient to all its customers.
	44) The website services have employees or admin who give user personal attention.
	45) The website service has your best interests at heart.
	46) The website service understands your specific needs.

Source: Sullivan & Walstrom (2001) and Wang, Y.S. & Tang, T.I. (2003)

3.7 Data Analysis

The way of analyzing the data in comparing student expectation and perception of UNAND Website Service Quality, the researcher provide two tables consists of "Expected Service Quality Table" and "Perceived Service Quality Table" (see Variables and Measurement) in which each table represent how the student expects and how student perceived feeling on UNAND Website. Data is analyzed quantitatively based on the result from Comparison Study toward the student perception and expectations on service quality dimension. To analyze the obtain data the procedure for data analysis is presented as follows:

Data Analysis Procedure

- Input data: data collection was processed by computer using SPSS Version 16.0 for Windows-a menu-driven software program.
- Cleaning data: process to which re-check the collection of questionnaire in avoiding improper questionnaire processing, for common example: blank response (any empty part); technical mistakes; and tore questionnaire. Testing and "outlier" identification are will be the next step in resolving this problem.
- Descriptive analysis: measures in mean, frequency, maximum, minimum, standard deviation, and variance.

3.7.1 Validity and Reliability Test

a. Validity Test

Construct validity will be enhanced in the present study by basing all questionnaires on the same general structure, which ensured that all quality dimensions in the framework, were addressed by each respondent. In advocated the use of data valid to ensure construct validity. Validity has been enhanced by drawing analytical generalisations in the light of the literature review and the theoretical framework described above. During validation, the instrument has been refined to 23 items for measuring perceptions of quality and 23 items for measuring expectations of quality. The quality measure was defined as the difference between the respondents' expectations and their perceptions (Tuzovic 2008).

b. Reliability Test

Reliability test used as a measuring instrument to measure a questioner which represent indicator of construct variable. The Way to calculating of a data reliability level is using Alpha Cronbach formulation.

3.8 Hypotheses Test

The hypotheses were analyzed using the Partial Test for SPSS Software Version 16.0 for Windows-a menu-driven software program. Partial t test is used to show the significant of difference on service quality perception and expectation, which finally will give us the obvious result about student's satisfaction toward Service Quality of UNAND Website. This T test is done by comparing T test (T count) with T table, and comparing the significance level of ($\alpha = 10\%$) with Sig. (2-tailed). If from the result produces $t_{\alpha/2, n-1} > t_{table}$ and Sig. (2-tailed) < 0.05 so rejected H_0 , then H_a will be accepted. Vice versa, if the result produces $t_{\alpha/2, n-1} < t_{table}$ and Sig. (2-tailed) > 0.05 so accepted H_0 , then H_a will be rejected.

This research used significance level of $\alpha = 10\%$, means 0.05 and T table value is 1.645 because the sample is more than 30 samples with the confidence level interval of $\alpha = 10\%$.

CHAPTER IV

RESULT AND ANALYSIS

4.1 Andalas University Websites and Web Portal at Glance

Andalas University as the eldest university outside Java and the fourth eldest in Indonesia, was established by the Decree of the Minister of Culture and Education no. 80016/Kab; December 23rd, 1955. It is Located on a hilly highland of Limau Manis, Pauh region, approximately 15 Km from Padang, the capital city of West Sumatra. The campus of Andalas University occupies an area of 500 hectare. The area is called Bukik Karamuntingang / Hill of "Rhodomyrtus tomentosa. It is about \pm 255 m above sea level. The building has a unique architecture: the blend of Minangkabau traditional buffalo-horn roof and modern style of structure. The campus is keep continue in the process of completing its facilities to accommodate academic and extra-curricular activities.

Since the use of the subject in this study was the student from eleven faculties of Andalas University, so it is crucial and common for them to know about the entire Websites and Web Portal which is established by UNAND. It does not matter which faculty of the student come from, because this study only examined their perception and expectation toward Andalas University Website they have **already known well and experienced**. There are already thirty seven websites established by Andalas University. These all sites involved as education category, on university level, in West Sumatera Region. Table 4.1 below provides the latest active websites and web portals in Andalas University:

Table 4.1
Andalas University Websites

NO	SITES	SITE ADDRESS
1	Website Universitas Andalas	http://ff.unand.ac.id
2	Portal Akademik Universitas Andalas	http://portal.unand.ac.id
3	BEM UNAND	http://bem.unand.ac.id
4	Fakultas Farmasi UNAND	http://ffarmasi.unand.ac.id
5	ILEARN UNAND	http://ilearn.unand.ac.id
6	Website Universitas Andalas	http://www.unand.ac.id
7	Portal Alumni-Universitas Andalas	http://alumni.unand.ac.id
8	Asrama Unand	http://asrama.unand.ac.id
9	Fakultas Pertanian Universitas Andalas	http://faperta.unand.ac.id
10	Fakultas Peternakan Universitas Andalas	http://faterna.unand.ac.id
11	Fakultas Ekonomi Universitas Andalas	http://fekon.unand.ac.id
12	Fakultas Hukum UNAND	http://fhuk.unand.ac.id
13	Fakultas Ilmu Sosial Politik UNAND	http://fisip.unand.ac.id
14	Fakultas Teknik UNAND	http://ft.unand.ac.id
15	Login Sharepoint System-Universitas Andalas	http://groupware.unand.ac.id
16	Information and Communication Technology (ICT) Unand	http://ict.unand.ac.id
17	Portal Karir - Universitas Andalas	http://karir.unand.ac.id
18	Portal Penelitian- Universitas Andalas	http://lp.unand.ac.id
19	Repository - Universitas Andalas	http://repository.unand.ac.id
20	Smart Campus System- Universitas Andalas	http://smartcampus.unand.ac.id
21	Teknik Elektro Universitas Andalas	http://elektro.unand.ac.id
22	Jurusan Teknik Industri FT-Unand	http://industri.unand.ac.id
23	Inherent KI 2008- Universitas Andalas	http://k1-08.unand.ac.id
24	Jurusan Teknik Lingkungan	http://lingkungan.unand.ac.id
25	Portal Pengabdian Masyarakat Unand	http://lpm.unand.ac.id
26	Jurusan Teknik Mesin, Fakultas Teknik	http://mesin.unand.ac.id
27	Magister Manajemen, Fakultas Ekonomi	http://mm.unand.ac.id
28	Pascasarjana Universitas Andalas	http://pasca.unand.ac.id
29	Program Studi Ilmu Kesehatan Masyarakat	http://psikm.unand.ac.id
30	Jurusan Teknik Sipil Universitas Andalas	http://sipil.unand.ac.id
31	INTERNA	http://internafkunand.ac.id
32	Fakultas Kedokteran Universitas Andalas	http://fk.unand.ac.id

NO	SITES	SITE ADDRESS
33	Fakultas Matematika & Ilmu Pengetahuan Alam- Universitas Andalas	http://fmipa.unand.ac.id
34	I-MHERE Universitas Andalas	http://imhere.unand.ac.id
35	Pascasarjana Universitas Andalas	http:// portalpps.unand.ac.id
36	Pusat Studi Bencana Universitas Andalas	http://psbencana.unand.ac.id
37	Pendaftaran Online SPMB Jalur Mandiri	http://spmbm.unand.ac.id

Source:

http://daftarweb.org/Pendidikan/Perguruan_Tinggi/Sumatera_Barat/Universitas_Andalas

4.2 Respondent Data

4.2.1 Respondent's Demographic Characteristics

About two-hundred questionnaires were distributed to eleven faculties of Andalas University covered by almost all each major of the faculty. The range level respondent grade year is start from 2005 until 2010 grade year. Since earlier of 2007's all Andalas University student is obligate to complete all college requirement through on-line access, well known as PORTAL UNAND. Student is also provided by different UNAND Websites features which critically needed student's intention also. In real, there were about thirty-seven websites belongs to Andalas University. Finally, one-hundred sixty five questionnaires is analyzed in this study. These following tabel explained about corespondent's demoghraphic data (Tabel 4.2).

Table 4.2
Respondent Characteristic

Gender	Frequency	Percent (%)
Male	82	49.4
Female	83	50.0
Total	165	100
Age		
Less than 20 years	47	28.5
20-25 years	117	70.9
25-29 years	1	0.6
30-35 years	0	0
More than 35 years	0	0
Total	165	100
Place Of Origin (city, regency)		
Padang	48	29.1
Bukittinggi	16	9.7
Payakumbuh Kota	13	7.9
50 Kota	5	3.0
Solok	14	8.5
Pariaman	9	5.5
Others	60	36.4
Total	165	100
Parent's Occupation		
PNS/Government Employee	79	47.9
Pegawai Swasta/Non-Gov. Employee	10	6.1
Pegawai BUMN/Stated Owned Enterprise	8	4.8
Entrepreneur	38	23.0
Farmer	15	9.1
ABRI/Police/Army/Military	3	1.8
Others	12	7.3
Total	165	100
Expenses/Pocketmoney per month		
Less than Rp. 500.000	42	25.5
Rp. 5.00.000 - Rp. 1.000.000	90	54.5
Rp. 1.000.000 - Rp. 2.500.000	20	12.1
Rp. 2.500.000 - Rp. 4.000.000	9	5.5
More than Rp. 4.000.000	4	2.4
Total	165	100

Source: SPSS Result by Questionnaires

The result indicates that the respondents were almost evenly split between genders, 82 male and 83 female. The most range of respondent age is between 20 and 25 years old (70.9%), then followed by less than 20 years old range (28.5%). This appears to be consistent with the nature of the subjects- young information technology user. Majority of the respondent (totally 36.4 %) is come from others West Sumatera regency such as Pasaman, Pesisir Selatan etc, and even from other city like Medan, Jakarta, Jambi etc. Padang hold 29.1% after that. Most of the parent's occupation of respondents is working as government employee (PNS) (47.9%) and entrepreneur (23%). More than half (54.5%) of the respondent is expensed on Rp. 500.000 - Rp. 1.000.000 per month, then 25.5% of less than Rp. 500.000 on the second rank of the student's expenditure.

4.2.2 Web Usage Behavior Statement of Respondent

This web usage part was conceptualized as types or classes of behavior. These were; Overall surfing activity and Stability of content/Web site choices. The statements designed to measure each of the two types of Web usage. Web usage statement overall measures are shown on Table 4.3 as follow:

Table 4.3
Web Usage Statement (Part I)

Experience of using internet	Frequency	Valid Percent (%)
< 6 months	4	2.4
6-12 months	2	1.2
1-2 years	13	7.9
2-3 years	23	13.9
3-4 years	34	20.6
4-5 years	39	23.6
>5 years	50	30.3
Total	165	100.0
Hours spent on the web per day	Frequency	Valid Percent (%)
< 1Hours	23	13.9
1-3 Hours	89	53.9
3-5 Hours	27	16.4
5-7 Hours	13	7.9
7-10Hours	4	2.4
>10Hours	9	5.5
Total	165	100.0
Day of week usage	Frequency	Valid Percent (%)
All seven days of the week	64	38.8
Weekends	52	31.5
Mainly Weekdays (Monday to Friday)	49	29.7
Total	165	100.0

Source: SPSS Result by Questionnaires

As the responses indicate in (Table 4.3) 30.3% of the respondent is already had expertise in using internet in scale of more than five years, this finding conclude that the Andalas University student has well acceptance regarding internet using, which means the student is get used to in dealing with technology development through on-line access. Spend between one to three hours per day on the Web showed

by 53.9% of frequency, 38.8% of the total respondent favors using the Web during every day.

Since the questionnaires questions for these parts are available to be fulfilled by more than once option, researcher separate the table calculation result by following in table 4.4:

Table 4.4
Web Usage Statement (Part II)

Internet Usage Purpose	Chosen Number	Percentage (%)
Download	100	18.215
Chatting	104	18.944
Lecturing Browsing	138	25.137
Read News	84	15.301
E-mail	88	16.029
Others	35	6.3752
Total	549	100
Place/Media to access internet		
College	67	16.341
Internet Café	116	28.293
Mobile Phone	101	24.634
Hotspot/Wi-fi	46	11.22
Modem	65	15.854
Others	15	3.6585
Total	410	100
Mostly Visited Sites		
Facebook.com	149	21.105
Twitter.com	31	4.3909
Google.com	122	17.28
Yahoo.com	84	11.898
Portal.unand.co.id	25	3.5411
You Tube.com	40	5.6657
Others	255	36.119
Total	706	100

Source: Microsoft Excel Result by questionnaires

The aim to on-line was mostly to browse the college material, eventually for daily assignment from college, it is proven by there were one hundred thirty seven of respondent chose it, then followed in the second rank is "chatting" was chosen by 104 respondents. Web users are probably using the web from internet cafe rather than other four places alternative to access on-line, it showed from among of one hundred sixty five respondents there were one hundred sixteen of respondent chose internet café.

Outstanding result that Facebook is the extremely mostly site that visited by respondent, among those other three web usage statements. Facebook is the only site holds the greatest result which chosen by one-hundred fifty respondents which means 90.9% on statistical result.

4.2.2.1 Web site choices, site visits, and site switching

The descriptive statistic in table 4.5 result shows that respondents mostly changing the site as 2-3 sites per hours explained by 34.5% result. While on-line, 44.2% of the respondent often to visit their already known-well and like web only, then visiting or surfing by sometimes to search for new other interesting, different or better sites is chosen by respondent on scale of 55.2%.

Changes to other site with same theme by Sometimes is chosen by 50.9% of total respondent, as describe of this statement assume that the respondent want to change from Facebook to Twitter. In beginning, respondent surf the Wikipedia.com to find the college material, but then respondent surf the google.mail to open the

email this is example of Changes to other site by different theme statement which respondent choose by sometimes on 58.2% result.

Hence, the statement of Changes to other site by the same or different theme by sometime hold 50.3% result of the total respondent option, as instance of this statement assume the respondent changing the facebook.com to twitter.com (social network web), changes from software.informer.com (web to download software) to facebook.com.

The second aspects of Web use measured the content choice stability is shown by Table 4.5 as follow:

Table 4.5
Web site choices, site visits, and site switching

<i>Website visit per hour usage</i>		<i>No change</i>	<i>1 per hr</i>	<i>2-3 per hr</i>	<i>>3 per hr</i>	<i>Total</i>
	F	19	36	57	53	165
	%	11.5	21.8	34.5	32.2	100
<i>Website choice & Website Switching</i>		<i>Never</i>	<i>Sometimes</i>	<i>Almost</i>	<i>Regularly</i>	<i>Total</i>
Visit known & like Website	F	7	45	73	40	165
	%	4.2	27.3	44.2	24.2	100
Search other interested, new, different, & better sites	F	5	91	62	7	165
	%	3.0	55.2	37.6	4.2	100
Switch to another site, but same theme	F	15	84	60	6	165
	%	9.1	50.9	36.4	3.6	100
Switch to another site, but different theme	F	5	96	62	2	165
	%	3.0	58.2	37.6	1.2	100
Switch to another site same with same theme or different	F	3	83	68	11	165
	%	1.8	50.3	41.2	6.7	100

Note: n= 165; F= frequency; %= percentage

Source: SPSS Result by Questionnaires

4.2.3 Web Belief and attitudes Statement of Respondent

Table 4.6 is shown the Web Belief statements used in this study:

Table 4.6
Web Belief Statement and Attitude of Respondent

Belief Statement		Almost zero %	About 10%	About 25%	About 50%	About 75%	About 90%	Almost 100%	Total
Deceptive & Misleading	F	40	35	24	38	12	9	7	165
	%	24.2	21.2	14.5	23.0	7.3	5.5	4.2	100
Offensive & in bad taste	F	14	38	28	34	19	22	10	165
	%	8.5	23.0	17.0	20.6	11.5	13.3	6.1	100
Honest & dependable	F	13	28	38	44	25	15	2	165
	%	7.9	17.0	23.0	26.7	15.2	9.1	1.2	100
Entertaining & enjoyable	F	42	40	32	31	12	6	2	165
	%	25.5	24.2	19.4	18.8	7.3	3.6	1.2	100
Boring & uninteresting	F	15	32	27	26	26	18	21	165
	%	9.1	19.4	16.4	15.8	15.8	10.9	12.7	100
Irritating & annoying	F	36	33	32	24	12	13	15	165
	%	21.8	20.0	19.4	14.5	7.3	7.9	9.1	100
Informative & helpful	F	8	21	21	51	30	18	16	165
	%	4.8	12.7	12.7	30.9	18.2	10.9	9.7	100
Hard to understand & confusing	F	14	24	31	42	18	25	11	165
	%	8.5	14.5	18.8	25.5	10.9	15.2	6.7	100
For some part contain too little information	F	10	14	21	39	31	30	20	165
	%	6.1	8.5	12.7	23.6	18.8	18.2	12.1	100
Insult an average user's intelligence	F	22	38	29	46	14	10	6	165
	%	13.3	23.0	17.6	27.9	8.5	6.1	3.6	100
Make too much fuss & difficulties about academic process	F	9	17	19	29	28	30	33	165
	%	5.5	10.3	11.5	17.6	17.0	18.2	20.0	100

Source: Descriptive Result of SPSS

Notes: n= 165; ^aOn a scale of 0= almost zero%, 10= about 10%, 25= about 25%, 50= about 50%, 75= about 75%, 90= about 90% and 100= almost 100%.

Consistent with the prior literature, which has augmented the earlier studies by asking more detailed consideration of the "beliefs", associated with advertising

(Korgaonkar & Lori 2002). In this study, item of advertising meaning is modified into student's belief toward UNAND service quality. Web belief service statements were measured on a 12 item scale, each measuring on a seven scale various dimensions of Web belief service.

The result indicating the student believe and attitude of UNAND Web site is lowest on Deceptive and Misleading, 24.2% of respondent chose 0%, which mean UNAND Web site is keep on its track. Offensive and Bad Taste is chosen by 23% respondent on scale of 10% this option explain that respondent belief that UNAND Website is already in good taste and not offensive. Means, respondent has knowledge about how good of a website should be and they did not act offensive toward UNAND Websites. Mostly respondent agree that honest and believable statement is averagely good, it is shown by 26.7% respondent chose 50% scale. Boring and Uninteresting belief is resulted on 19.4% of respondent total; they chose 10% scale, has meaning that UNAND Website is quite interested web.

The student belief that UNAND Website is not irritating and annoying based on the 21.8% of student chose 0% scale. From total of 165 student, 30.9% of the student chose Informative and helpful on 50% scale, give us a view that UNAND Website is already good enough on providing information and helps. The student belief that UNAND Website is hard to understand and confusing, it is showed by 25.5% respondent chose the 50% scale.

There were some parts on UNAND Website which student believed on that is still contained too little information, 23.6% student chose 50% scale proved this conclusion. Also 50% scale is chosen by 27.9% respondent regarding point of Insult

on User's intelligence; it brought view that UNAND Website is not really concern about synergizing user intelligence and technology and service quality provided.

Lastly, student belief regarding Make Too Much Fuss and Difficulties about Academic Process is outstanding obvious higher among other statement of belief, it is proven from 20% of student is chose 100% on this statement.

This belief and attitude statement stresses us that most of respondent is felt unsatisfied regarding using UNAND Website, especially, UNAND portal. They thought unand.portal is just bringing much difficulties and barriers in their academic process.

4.3 Validity and Reliability Test

4.3.1 Validity Test

From the viewpoint of expert validity, that the research concepts were based on the literature assures their expert validity. The analysis showed that the factor loadings of each concept were all higher than 0.6, which implies that the study reached convergent validity. Validity test is used to test the degree to which the research concept is not similar to (diverges from) other concepts that it theoretically should not be similar to. This study followed Lin & Sun (2009) method of testing validity.

All factor loadings in table 4.7 were significant (> 0.6). This finding provides evidence supporting convergent validity of the indicators.

Table 4.7
Cross Loading Scores

Service Quality	Keyword Questions	Loading Score	
		Expectation's Validity	Perception's Validity
Tangibles	Update Software & Hardware	.889	.824
	Physical facilities	.924	.868
	Neat Screen Displays	.927	.886
	Appearance Aligned with education	.868	.859
Reliability	Services Promises	.887	.837
	On-line help feature	.915	.862
	Right the first time service	.895	.828
	Adjusted Time service	.845	.859
	Maintain fully equipment & software	.849	.758
Responsiveness	Confirm services	.857	.812
	Prompt services	.889	.872
	High willing to help	.887	.865
	Never busy to respond user's request	.870	.835
Assurance	Instill confidence of user	.871	.854
	Feels comfortable	.904	.862
	Feedback consistently	.902	.868
	Knowledge to do great job	.900	.870
	Personalizing website	.710	.844
Empathy	Individual attention	.845	.831
	Convenient operating hours	.867	.825
	Admin who provide personal attention	.836	.824
	User's best interest at heart	.830	.773
	Understanding on specific need	.791	.818

Source: SPSS Output by questionnaires

4.3.2 Reliability Test

The reliability analysis was performed on the subjects of the all 46 questions. Reliability assessments are used to test the consistency or stability of research results obtained from the repetitive measures within the same population or equivalent. The most common method for reliability analysis is Cronbach's alpha (α) coefficient. A Cronbach alpha was determined for each dimension reflecting the overall reliability

of the statements for each dimension. At this phase of the research, the reliability of measures was ranged from 0.867 to 0.925, all results exceeding the recommended 0.70 (Nunnally and Bernstein 1994). Therefore, no item was deleted. The reliability for the factors identified is reflected in Table 4.8 below:

Tabel 4.8
Cronbach Alpha

EXPECTATIONS	Cronbachs Alpha		PERCEPTIONS	Cronbachs Alpha
Tangibles	0,923		Tangibles	0,882
Reliability	0,925		Reliability	0,885
Responsiveness	0,895		Responsiveness	0,867
Assurance	0,905		Assurance	0,911
Empathy	0,889		Empathy	0,871

Source: SPSS result by questionnaires

To summarize, all ten scales of Expectation and Perception variables now demonstrated acceptable levels of reliability for conduct the research.

4.4 Data Analyze Method

4.4.1 Descriptive Analysis

4.4.1.1 Comparison Analysis between Expected and Perceived Service Quality Statement

In this analysis description, researcher provides further explanation about each percentage of question provided from Expectation and Perception’s questions. The second row of first column represents the question and percentage for Expectation statement, the third row of first column shows the percentage for Perception’s question. The part of “Answer from Respondent” is ranged based on: SD= Strongly

Disagree; D=Disagree; N=Neutral; A=Agree and S=Strongly Agree. The “Amount” column explains the number of respondent and its percentage who chose each different scale for each statement.

Table 4.9
The Indicator of Tangible 1

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> have update software & hardware.	4	5	16	52	88	165
Percentage	2,4	3,0	9,7	31,5	53,3	100%
<i>Has</i> update software and hardware	26	67	58	13	1	165
Percentage	15,8	40,6	35,2	7,9	0,6	100%

Source: Descriptive Result of SPSS

Table 4.9 gives explanation about Tangible dimension in term of update in UNAND Website Portal software and hardware. The number of 2.4% strongly disagree, 3.0% neutral, 9.7% neutral, 31.5% agree, and 53.3% strongly disagree in Expectation statement compared with 15.8% strongly disagree, 40.6% disagree, 35.2% neutral, 7.9% agree and 0.6% disagree in Perception statement convinced us that there is an obvious difference between student expectation and perception.

Table 4.10
The Indicator of Tangible 2

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Service's physical facilities <i>should</i> be visually appealing.	3	4	15	50	93	165
Percentage	1,8	2,4	9,1	30,3	56,4	100%
Service's physical facilities <i>have</i> visually appealing.	19	75	49	18	4	165
Percentage	11,5	45,5	29,7	10,9	2,4	100%

Source: Descriptive Result of SPSS

Table 4.10 gives explanation about Tangible dimension in term of physical facilities (such as infrastructure, network systems, equipment, and technology development) within UNAND Website Portal. The obvious differences of expectation and perception shows that 1.8% and 11.5% respondent is strongly disagree, 2.4% with 45.5% respondent is disagree, 9.1% with 29.7% respondent is neutral, 30.3% with 10.9% respondent is agree, and 56.4% with 2.4% respondent is strongly agree. This significant percentage composition leads us to belief that there is an obvious difference between student expectation and perception.

Table 4.11
The Indicator of Tangible 3

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Screen displays <i>should</i> be neat-appearing	4	3	13	52	93	165
Percentage	2,4	1,8	7,9	31,5	56,4	100%
Screen displays <i>are</i> already neat appearing	17	53	67	25	3	165
Percentage	10,3	32,1	40,6	15,2	1,8	100%

Source: Descriptive Result of SPSS

Table 4.11 give explanation about Tangible dimension regarding Screen displays of UNAND Website in the way of neat-appearing. The numbers of 2.4% strongly disagree, 1.8% disagree, 7.9% neutral, 31.5% agree, and 56.4% strongly agree in Expectation statement compared with 10.3% strongly disagree, 32.1% disagree, 40.6% neutral, 15.2% agree and 1.6% strongly agree in Perception statement convinced us that there is a massive difference between student expectation and perception.

Table 4.12
The Indicator of Tangible 4

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Appearance <i>should</i> be in keep with services provided	4	5	19	53	84	165
Percentage	2,4	3,0	11,5	32,1	50,9	100%
Appearance <i>has</i> in keep with services provided	21	56	66	20	2	165
percentage	12,7	33,9	40,0	12,1	1,2	100%

Source: Descriptive Result of SPSS

Based on Table 4.12 the result of table still convinced us that there is a clear difference between student expectation and perception in evaluating Tangible dimension in its focuses of Appearance of the materials in UNAND Website and Portal whether it keeping with the kind of services provided, that is an educational and portal system sites. The percentages of expectation choice in rank are 2.4% strongly disagree, 3.05% disagree, 11.5% neutral, 32.1% agree, and 50.9% strongly disagree compared with percentages of perception choice in ranked are 12.7% strongly disagree, 33.9% disagree, 40% neutral, 12.1% agree and 1.2% strongly disagree.

Table 4.13
The Indicator of Reliability 1

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Promises <i>to do</i> something by a certain time	4	4	12	43	102	165
Percentage	2,4	2,4	7,3	26,1	61,8	100%
It <i>does</i> fulfill the promises by a certain time	22	81	47	14	1	165
Percentage	13,3	49,1	28,5	8,5	0,6	100,0

Source: Descriptive Result of SPSS

Table 4.13 convinced us that 4% of expectation and 13.3% of perception statement Respondent was strongly disagree, 2.4% of expectation and 49.1% of perception statement Respondent was disagree, 7.3% of expectation and 28.5% of perception statement Respondent was neutral, 26.1% of expectation and 8.5% of perception statement Respondent was agree, and 61.8% of expectation and 0.6% of perception statement Respondent strongly agree. These percentages explain us that there is distinctive point of expectation and perception's comparison within student perspective.

Table 4.14
The Indicator of Reliability 2

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> give on-line help useful	4	3	9	43	106	165
Percentage	2,4	1,8	5,5	26,1	64,2	100%
<i>Has</i> shows a sincere interest in solving problems	29	69	49	15	3	165
Percentage	17,6	41,8	29,7	9,1	1,8	100,0

Source: Descriptive Result of SPSS

Use the results in Table 4.14 as the indicator of Reliability dimension focuses on when a user/student has a problem, so then the UNAND Website and Portal show and give sincere interest in solving it. The number resulted convinced us tremendously that there is an overwhelming differences between student perception and perception based on the percentage of: 2.4% and 17.6% respondent was strongly disagree, 1.8% and 41.8% respondent was disagree, 5.5% and 29.7% respondent

was neutral, 26.1% and 9.1% respondent was agree and 64.2% and 1.8% respondent was strongly agree.

Table 4.15
The Indicator of Reliability 3

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> perform the service right the first time	3	4	11	51	96	165
Percentage	1,8	2,4	6,7	30,9	58,2	100%
<i>Has</i> performs the service right the first time	16	72	63	13	1	165
percentage	9,7	43,6	38,2	7,9	0,6	100%

Source: Descriptive Result of SPSS

Based on table 4.15, this question was to evaluate whether UNAND Website and Portal perform the service right the first time. It is Noticed that 1.8% and 9.7% respondent was strongly disagree, 2.4% and 43.6% respondent was disagree, 6.7% and 38.2% respondent was neutral, 30.9% and 7.9% respondent was agree and 58.2% and 0.6% respondent was strongly agree. So there are still distinct differences between student perception and expectation.

Table 4.16
The Indicator of Reliability 4

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> provide their services at the time they promise to do so	5	2	13	53	92	165
Percentage	3,0	1,2	7,9	32,1	55,8	100%
<i>Has</i> provides its services at the time it promises to do so	22	61	58	22	1	165
Percentage	13,4	37,2	35,4	13,4	0,6	100%

Source: Descriptive Result of SPSS

Percentage number on Table 4.16 explain that 3.0% and 13.4% respondent was strongly disagree, 1.2% and 37.2% respondent was disagree, 7.9% and 35.4% respondent was neutral, 32.1% and 13.4% respondent was agree and 55.8% and 0.6% respondent was strongly agree. This number and percentage shows that there are huge differences between student perception and expectations in its Reliability dimension regarding to provide the services at the time UNAND Website and Portal promise to do so.

Table 4.17
The Indicator of Reliability 5

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> maintain fully functional equipment and software	3	5	11	56	90	165
Percentage	1,8	3,0	6,7	33,9	54,5	100%
<i>Has</i> maintains fully functional equipment and software	19	60	64	20	2	165
Percentage	11,5	36,4	38,8	12,1	1,2	100%

Source: Descriptive Result of SPSS

Table 4.17 gives a convincing explanation about Reliability dimension in term of UNAND Website and Portal in maintaining its fully functional equipment and software. The number of respondent who 1.8% strongly disagree , 3.0% disagree, 6.7% neutral, 33.9% agree, and 54.5% strongly agree in Expectation statement compared with 11.5% strongly disagree, 36.4% disagree, 38.8% neutral, 12.1% agree and 1.2% strongly disagree in Perception statement convinced us that there is an obvious difference between student expectation and perception.

Table 4.18
The Indicator of Responsiveness 1

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> tell users exactly when services will be performed	2	6	15	52	90	165
Percentage	1,2	3,6	9,1	31,5	54,5	100%
<i>Has</i> tell users exactly when services will be performed	22	60	57	25	1	165
Percentage	13,3	36,4	34,5	15,2	0,6	100%

Source: Descriptive Result of SPSS

Based on Table 4.18 the expectation of student has been showed that 1.2% respondent was strongly disagree, 3.6% respondent was disagree, 9.1% respondent was neutral, 31.5% respondent was agree and 54.5% respondent was strongly agree. So then this expectation's result get compared with the perception of student which explained 13.3% respondent was strongly disagree, 36.4% respondent was disagree, 34.5% respondent was neutral, 15.2% respondent was agree and 0.6% respondent was strongly agree. The dimension of responsiveness, one of them is which focused on how UNAND website and Portal tell the student exactly when services will be performed.

Table 4.19
The Indicator of Responsiveness 2

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> give prompt service to users	2	2	12	40	109	165
Percentage	1,2	1,2	7,3	24,2	66,1	100%
<i>Has</i> give prompt service to users	24	72	52	16	1	165
Percentage	14,5	43,6	31,5	9,7	0,6	100%

Source: Descriptive Result of SPSS

Table 4.19 convinced us that 1.2% of expectation and 14.5% of perception statement Respondent was strongly disagree, 1.2% of expectation and 43.6% of perception statement Respondent was disagree, 7.3% of expectation and 31.5% of perception statement Respondent was neutral, 24.2% of expectation and 9.7% of perception statement Respondent was agree, and 66.1% of expectation and 0.6% of perception statement Respondent strongly agree. These percentages explain us that there is distinctive point of expectation and perception's comparison within student perspective. Prompt service is delivered by UNAND Website and Portal as one of questions in Responsiveness dimension, the percentage number above clearly explained that there is still huge discrepancy between student perception and expectation.

Table 4.20
The Indicator of Responsiveness 3

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> always be willing to help user	1	5	11	48	100	165
Percentage	0,6	3,0	6,7	29,1	60,6	100%
<i>Has</i> always be willing to help user	24	70	50	18	3	165
Percentage	14,5	42,4	30,3	10,9	1,8	100%

Source: Descriptive Result of SPSS

In sequence, percentage number on Table 4.20 explain that 0.6% and 14.5% respondent was strongly disagree, 3.0% and 42.4% respondent was disagree, 6.7% and 30.3% respondent was neutral, 29.1% and 10.9% respondent was agree, finally 60.6% and 1.8% respondent was strongly agree in their perspective on comparison of

expectation and perception within indicator of responsiveness that is focused on how UNAND Website and Portal are willing to help the student resolve the Website and Portal process problem.

Table 4.21
The Indicator of Responsiveness 4

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> never too busy to respond to users' request	2	5	19	53	86	165
Percentage	1,2	3,0	11,5	32,1	52,1	100%
<i>Has</i> never too busy to respond user's request	34	75	39	13	4	165
Percentage	20,6	45,5	23,6	7,9	2,4	100%

Source: Descriptive Result of SPSS

The last question from Responsiveness dimension is about how good enough UNAND website and Web Portal understanding the specific need of the student in applying its service, and still clearly shown on Table 4.21 that there is distinct discrepancy between student expectation and perception. In expectation column explained there were 1.2% Respondent strongly disagrees, 3.0% disagree, 11.5% neutral, 11.5% agree and 32.1% strongly disagree, then we compared to perception column which convinces 20.6% of respondent strongly disagrees, 45.5% disagree, 23.6% neutral, 7.9% agree and 2.4% strongly disagree.

Table 4.22
The Indicator of Assurance 1

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Website services <i>should</i> instill confidence in users	3	2	20	64	76	165
Percentage	1,8	1,2	12,1	38,8	46,1	100%
Website services <i>has</i> instill confidence in users	18	62	66	19	0	165
Percentage	10,9	37,6	40,0	11,5	0,0	100%

Source: Descriptive Result of SPSS

Based on Table 4.22 the expectation of student has been showed that 1.8% respondent was strongly disagree, 1.2% respondent was disagree, 12.1% respondent was neutral, 38.8% respondent was agree and 46.1% respondent was strongly agree. So then this expectation's result get compared with the perception of student which explained 10.9% respondent was strongly disagree, 37.6% respondent was disagree, 40.0% respondent was neutral, 11.5% respondent was agree and 0.0% respondent was strongly agree. The dimension of Assurance, one of them is which focused on how UNAND website and Portal instill confidence feeling on the student, it is so important since the result on perceived statement shows the number of 0%, it means the student is not believe yet if this service could build and instill their confidence level.

Table 4.23
The Indicator of Assurance 2

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Services <i>should</i> be comfort in user's online process	3	3	15	53	91	165
Percentage	1,8	1,8	9,1	32,1	55,2	100%
Has feel safe & comfort in online activity over Sites	27	73	48	16	1	165
Percentage	16,4	44,2	29,1	9,7	0,6	100%

Source: Descriptive Result of SPSS

In sequence, percentage number in Table 4.23 explain that 1.8% and 16.4% respondent was strongly disagree, 1.8% and 44.2% respondent was disagree, 9.1% and 29.1% respondent was neutral, 32.1% and 9.7% respondent was agree, finally 55.2% and 0.6% respondent was strongly agree in their perspective on comparison of expectation and perception within indicator of Assurance that is focused on how UNAND Website and Portal are working out on safety and especially comfort feeling while the student access the service.

Table 4.24
The Indicator of Assurance 3

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Website <i>should</i> be consistently courteous with users	1	4	12	64	84	165
Percentage	0,6	2,4	7,3	38,8	50,9	100%
Website <i>has</i> consistently courteous with users	17	54	70	21	3	165
Percentage	10,3	32,7	42,4	12,7	1,8	100%

Source: Descriptive Result of SPSS

Based on table 4.24 one of the indicator of Assurance dimension was its focus on the consistence of UNAND Website and Web Portal to treat the student courteously, means students don't feel stress and troubled when dealing with admin. The consistent of courteous also shows us how the quality of admin performance in employing service quality as whole. As 0.6% respondent strongly disagree, 2.4% respondent disagree, 7.3% respondent neutral, 38.8% respondent agree and 50.9% respondent strongly agree was the percentage of student in their expectation. Hence, 10.3% respondent strongly disagree, 32.7% respondent disagree, 42.4% respondent neutral, 12.7% respondent agree and 1.8% respondent strongly agree was the percentage of student in their perception at the end.

Table 4.25
The Indicator of Assurance 4

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Services <i>should</i> have the knowledge to deal problems	2	3	16	61	83	165
Percentage	1,2	1,8	9,7	37,0	50,3	100%
Services <i>has</i> the knowledge to deal problems	25	64	56	17	3	165
Percentage	15,2	38,8	33,9	10,3	1,8	100%

Source: Descriptive Result of SPSS

Based on Table 4.25 the result of table still convinced us that there is a clear difference between student expectation and perception in evaluating Assurance dimension in its focuses of the knowledge and capability that UNAND Website and Portal have to answer and solve any problems will come anytime during the service.

The percentages of expectation choice in rank are 1.2% strongly disagree, 1.8% disagree, 9.7% neutral, 37.0% agree, and 50.3% strongly disagree compared with percentages of perception choice in rank are 15.2% strongly disagree, 38.8% disagree, 33.9% neutral, 10.3% agree and 1.8% strongly disagree.

Table 4.26
The Indicator of Assurance 5

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Website <i>should</i> allow the user to personalize its sites	4	6	40	59	56	165
Percentage	2,4	3,6	24,2	35,8	33,9	100%
Website <i>has</i> allow the user to personalize its sites	26	49	64	25	1	165
Percentage	15,8	29,7	38,8	15,2	0,6	100%

Source: Descriptive Result of SPSS

The last question from Assurance dimension is about how far UNAND website and Web Portal in allowing the student to personalize the website, for instance save login preferences and adjust what appears on the browser in utilizing its service, and still clearly shown that there is far discrepancy between student expectation and perception. In expectation column of Table 4.26 explained there were 2.4% Respondent strongly disagrees, 3.6% disagree, 24.2% neutral, 35.8% agree and 33.9% strongly disagree, then we compared to perception column which convinces 15.8% of respondent strongly disagrees, 29.7% disagree, 38.8% neutral, 15.2% agree and 0.6% strongly disagree.

Table 4.27
The Indicator of Empathy 1

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Website services <i>should</i> give user individual attention	0	9	49	56	51	165
Percentage	0,0	5,5	29,7	33,9	30,9	100%
Website services <i>has</i> give user individual attention	31	74	49	9	2	165
Percentage	18,8	44,8	29,7	5,5	1,2	100%

Source: Descriptive Result of SPSS

Based on table 4.27 one of the indicators of Empathy dimension was its focus on the service of UNAND Website and Web Portal to give the student such individual attention, means each student feel treated fair and fully attention. This personal attention shows us how the quality of Website performance in employing service quality as specifically. The result, 0% respondent strongly disagree, 5.5% respondent disagree, 29.7% respondent neutral, 33.9% respondent agree and 30.9% respondent strongly agree was the percentage of student in their expectation. Continued with 18.8% respondent strongly disagree, 44.8% respondent disagree, 29.7% respondent neutral, 5.5% respondent agree and 1.2% respondent strongly agree was the percentage of student in their perception at the end.

Table 4.28
The Indicator of Empathy 2

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> have operating hours convenient to all users	1	7	28	57	72	165
Percentage	0,6	4,2	17,0	34,5	43,6	100%
<i>Website has</i> operating hours convenient to all users	29	72	43	19	2	165
Percentage	17,6	43,6	26,1	11,5	1,2	100%

Source: Descriptive Result of SPSS

Table 4.28 convinced us that 4% of expectation and 13.3% of perception statement respondent was strongly disagree, 2.4% and 49.1% of respondent was disagree, 7.3% and 28.5% respondent was neutral, 26.1% and 8.5% respondent was agree, and 61.8% of expectation and 0.6% of perception statement respondent strongly agree. These percentages explain us that there is distinctive point of expectation and perception's comparison within student perspective.

Table 4.29
The Indicator of Empathy 3

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> have admin who give personal attention	4	6	41	57	57	165
Percentage	2,4	3,6	24,8	34,5	34,5	100%
<i>Have</i> admin and employee who give personal attention	28	66	59	11	1	165
Percentage	17,0	40,0	35,8	6,7	0,6	100%

Source: Descriptive Result of SPSS

Based on table 4.29 one of the indicators of Empathy dimension was noticed on the service of UNAND Website and Web Portal to have admin or employee who ready to give the student such personal attention, means each student won't be stress, troubled, and won't face huge difficulties in dealing with the service since there are enough admin who able to solve site and on-line academic process trouble. This personal attention shows us how the quality of Website performance in employing admin to complete the service quality as whole. The result, 2,4% and 17.0% respondent strongly disagree, 6% and 40.0% respondent disagree, 24.8% and 35.% respondent neutral, 34.5% and 0.6% respondent agree and 34.5% and 0.6% respondent strongly agree was the percentage of student in their expectation and perception.

Table 4.30
The Indicator of Empathy 4

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
Services <i>should</i> have the users' best interest at heart	1	3	24	65	72	165
Percentage	0,6	1,8	14,5	39,4	43,6	100%
Website service <i>has</i> your best interests at heart	28	58	56	20	3	165
Percentage	17,0	35,2	33,9	12,1	1,8	100%

Source: Descriptive Result of SPSS

Based on table 4.30 which concerns in Indicator of Empathy, whether the student perceived that UNAND Website and Portal has their best interest at heart, 0.6% and 17% of respondent and was strongly disagree, 1.8% and 35.2% of respondent disagree, 14.5% and 33.9% of respondent neutral, 39.4% and 12.1% of

respondent agree, 43.6% and 1.8% of respondent strongly agree. Researcher can conclude based on statements of respondent that there is big discrepancy between student perception and expectation which is led to lesser satisfaction toward UNAND website and Portal service quality.

Table 4.31
The Indicator of Empathy 5

Indicator	Answer from Respondent					Amount
	SD	D	N	A	SA	
<i>Should</i> understand the specific need of the user	2	4	29	58	72	165
Percentage	1,2	2,4	17,6	35,2	43,6	100%
Website service <i>has</i> understands user's specific needs	30	75	46	11	3	165
Percentage	18,2	45,5	27,9	6,7	1,8	100%

Source: Descriptive Result of SPSS

The last question from Empathy dimension is about how far UNAND website and Web Portal understanding the specific need of the student in using its service, specific need could be anything that related to the need of the student in getting feeling of empathy toward UNAND Web Portal services, and still clearly shown that there is large discrepancy between student expectation and perception. In expectation column of table 4.31 explained there were 1.2% Respondent strongly disagrees, 2.4% disagree, 17.6% neutral, 35.2% agree and 43.6% strongly disagree, then we compared to perception column which convinces 18.2% of respondent strongly disagrees, 45.5% disagree, 27.9% neutral, 6.7% agree and 1.8% strongly disagree.

4.4.1.2

Expected Service Quality

Table 4.32
Expected Service Quality Mean Score

SERVQUAL Dimension	Question	N=165 Mean Score	Average Score of Dimension
Tangibles	UNAND website services <i>should</i> have update software and hardware.	4.30	4.33
	The physical facilities (such as infrastructure, network systems, equipments, tech.) at UNAND website services <i>should</i> be visually appealing.	4.37	
	Screen displays in UNAND website services <i>should</i> be neat-appearing.	4.38	
	The appearance of the materials in UNAND website <i>should</i> be in keeping with the kind of services provided.	4.26	
Reliability	When UNAND website promises to do something by a certain time, they <i>should</i> do so.	4.43	4.40
	When a user has a problem, UNAND website services <i>should</i> give on-line help useful and show a sincere interest in solving it.	4.48	
	UNAND website services <i>should</i> perform the service right the first time.	4.41	
	UNAND website services <i>should</i> provide their services at the time they promise to do so.	4.37	
	UNAND website e services <i>should</i> maintain fully functional equipment and software.	4.37	
Responsiveness	UNAND website services <i>should</i> tell users exactly when services will be performed.	4.34	4.41
	UNAND website services <i>should</i> give prompt service to users.	4.52	
	UNAND website services <i>should</i> always be willing to help user.	4.46	
	UNAND website services <i>should</i> never too busy to respond to users' request.	4.30	
Assurance	The behavior of UNAND website services <i>should</i> instill confidence in users.	4.26	4.25
	User of UNAND website services <i>should</i> feel safe in their transactions/online process.	4.36	
	UNAND website <i>should</i> be consistently courteous with users.	4.36	
	UNAND website services <i>should</i> have the knowledge to answer users' questions.	4.33	
	UNAND website <i>should</i> allow a user to personalize it. for example, save login preferences or adjust what appears on the browser.	3.95	

Table 4.32
Expected Service Quality Mean Score (Cont.)

SERVQUAL Dimension	Question	N= 165 Mean Score	Average Score of Dimension
Empathy	UNAND website services <i>should</i> give user individual attention.	3.90	4.08
	UNAND website services <i>should</i> have operating hours convenient to all their users.	4.16	
	UNAND website services <i>should</i> have employees or admin who give user personal attention.	3.95	
	UNAND website services <i>should</i> have the users' best interest at heart.	4.23	
	UNAND website services <i>should</i> understand the specific need of the user.	4.17	
	OVERALL MEAN FOR ALL 23 QUESTIONS	4.23	

Source: Descriptive Output of SPSS and Ms. Excel by Questionnaires

Table 4.32 shows that expectations of service quality dimension for UNAND website is high, averaging 4.23 on a 5 point Likert scale with 1 being strongly disagree and 5 being strongly agree. Score of **4.23** indicates that respondent agree that UNAND website should provide quality service along all five dimensions under investigation.

4.4.1.3 Perceived Service Quality

Table 4.33
Perceived Service Quality Mean Score

SERVQUAL Dimension	Question	N=165 Mean Score	Average Score of Dimension
Tangibles	The UNAND website service <i>has</i> update software and hardware.	2.37	2.51
	The UNAND website service's physical facilities (such as infrastructure, network systems, equipments, etc.) <i>are</i> visually appealing.	2.47	
	The UNAND website service's screen displays <i>are</i> neat appearing.	2.66	
	The appearance of the materials in the website <i>is</i> in keeping with the kind of services provided.	2.55	
Reliability	When the UNAND website service promises to do something by a certain time, it <i>does</i> so.	2.34	2.40
	When you have problems, the UNAND website service <i>shows</i> a sincere interest in solving it.	2.36	
	The UNAND website service <i>performs</i> the service right the first time.	2.46	
	The UNAND website service <i>provides</i> its services at the time it promises to do so.	2.51	
	The UNAND website service <i>maintains</i> fully functional equipment and software.	2.55	
Responsiveness	The UNAND website service <i>tells</i> you exactly when services will be performed.	2.53	2.40
	The UNAND website service <i>gives</i> you prompt service.	2.38	
	The UNAND website service <i>is</i> always willing to help you.	2.43	
	The UNAND website service <i>is</i> never too busy to respond to your requests.	2.26	
Assurance	The behavior of the UNAND website service <i>instills</i> confidence in you.	2.52	2.50
	You <i>feel</i> safe and comfort in your activity over the UNAND website service.	2.33	
	The UNAND website service <i>is</i> consistently courteous with you.	2.63	
	The UNAND website service <i>gives</i> you individual attention to deal problems.	2.44	
	The UNAND website service <i>allows</i> you to personalize the website.	2.55	

Table 4.33
Perceived Service Quality Mean Score (Cont.)

SERVQUAL Dimension	Question	N=165 Mean Score	Average Score of Dimension
Empathy	The UNAND website service <i>gives</i> you individual attention.	2.25	2.34
	The UNAND website service <i>has</i> operating hours convenient to all its customers.	2.35	
	The UNAND website services <i>have</i> employees or admin who give user personal attention.	2.34	
	The UNAND website service <i>has</i> your best interests at heart.	2.46	
	The UNAND website service <i>understands</i> your specific needs.	2.28	
	OVERALL MEAN FOR ALL 23 QUESTIONS	2.44	

Source: Descriptive Output of SPSS and Ms. Excel by Questionnaires

Table 4.33 showing us that overall perception about UNAND website is low moderate, averaging on 2.44 on a 5 point Likert scale compared with the expectation result was 4.23, it is so a massive different discrepancy. The rating of **2.44** indicates the respondent agree that UNAND website examined did not yet provide a satisfied quality service along the five dimensions under investigation.

4.5 Hypotheses Test Result

4.5.1 T-test Hypotheses

Hypothesis test is used to test the existence differentiation of student's expectation and perception toward Andalas University's service quality. Hypothesis test is done by Partial T-test analysis using SPSS 16 software for windows. The table following is shown the difference between mean scores (gap) of service quality dimensions.

Table 4.34

Differences between Expectations and Perception of Service Quality Dimension

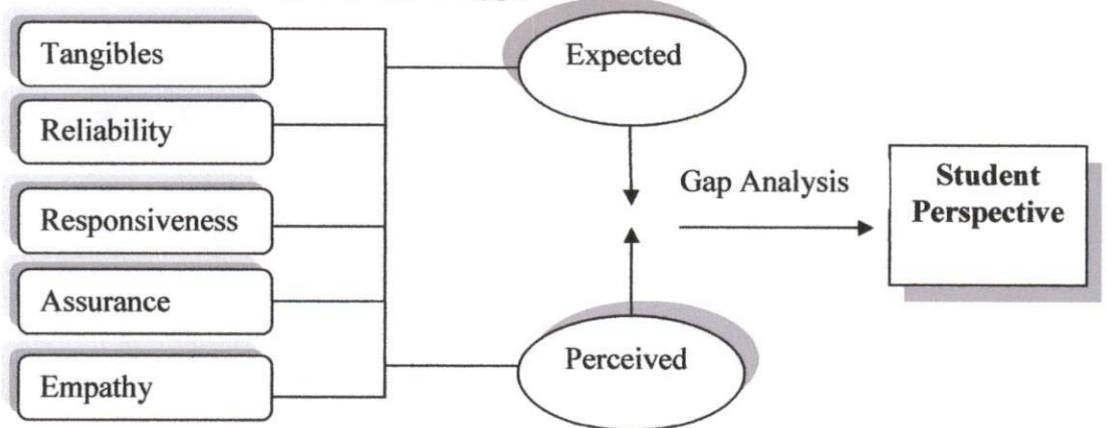
Dimension	EQ	Mean Score of Expectation	PQ	Mean Score of Perception	Difference Between Mean Scores (Gap)
Tangibles	1	4,30303	24	2,369697	-1,93333
	2	4,369697	25	2,472727	-1,89697
	3	4,375758	26	2,660606	-1,71515
	4	4,260606	27	2,551515	-1,70909
Reliability	5	4,424242	28	2,339394	-2,08485
	6	4,478788	29	2,357576	-2,12121
	7	4,414634	30	2,460606	-1,95403
	8	4,363636	31	2,506098	-1,85754
	9	4,363636	32	2,551515	-1,81212
Responsiveness	10	4,345455	33	2,533333	-1,81212
	11	4,527273	34	2,381818	-2,14545
	12	4,460606	35	2,430303	-2,0303
	13	4,309091	36	2,260606	-2,04848
Assurance	14	4,260606	37	2,521212	-1,73939
	15	4,369697	38	2,339394	-2,0303
	16	4,369697	39	2,630303	-1,73939
	17	4,333333	40	2,448485	-1,88485
	18	3,957576	41	2,551515	-1,40606
Empathy	19	3,90303	42	2,254545	-1,64848
	20	4,163636	43	2,359756	-1,80388
	21	3,951515	44	2,339394	-1,61212
	22	4,236364	45	2,466667	-1,7697
	23	4,175758	46	2,286585	-1,88917

Note: EQ= Expectation Questions and PQ= Perception Questions

Source: Output SPSS and Ms. Excel by Questionnaires

Table 4.34 above shows that all measure of the expectation dimensions are significantly exceeded the dimension of perception. Therefore, this research hypothesis was seemly to be supported.

Figure 4.1
Framework of Hypotheses Test



Source: Developed by Researcher

Comparison of Expectation and Perceptions

$$\text{SERVQUAL} = \text{Perceived service (PS)} - \text{Expected service (ES)}$$

Perceived service means as service that be perceived based on customer perception and expected service as service that be customer expected. In helping to analyze, (Parasuraman et.al., 1985) in used three rules to get service quality conclusion:

➤ $ES < PS \longrightarrow$ Quality surprise

Expected service less than perceived service, it means quality surprise.

➤ $ES = PS \longrightarrow$ Satisfactory quality

When expected service the same with peceived service, customer satisfaction is achieved.

➤ $ES > PS \longrightarrow$ Unacceptable quality

If expected service more than perceived service , quality is unacceptable and should be improved.

4.5.2 Paired Samples T-Test Result

The result of T-test calculation is summarized in this following Table 4.35:

Table 4.35
Paired Sample T test Result

Service Quality Dimension	T-Test	T-table	Sig.	Decision
Tangibles expectation - Tangibles perception	20.008	1.645	0.00	Ha ₁ is accepted
Reliability expectation - Reliability perception	21.956	1.645	0.00	Ha ₂ is accepted
Responsiveness expectation - Responsiveness perception	23.126	1.645	0.00	Ha ₃ is accepted
Assurance expectation- Assurance perception	19.059	1.645	0.00	Ha ₄ is accepted
Empathy expectation - Empathy perception	19.785	1.645	0.00	Ha ₅ is accepted

Source: Paired-Samples T Test SPSS Output by Questionnaires

In Table 4.35 shows the significance value (2-tailed) is 0.000 which mean lower than $\alpha = 10\%$ (0.05), then finally all the Service Quality Dimension T test table is obviously exceed the T table value (1.645). From these three tables result, we conclude that there is a **statistically significant differences** between all students' expectation dimension and so their perception toward UNAND Website Service Quality Dimensions. Moreover, likely studies of differentiation were conducted by Santhiyavalli & Sandhya (2011) their study was based on the perception of the select customers of two commercial banks and confined to Coimbatore district. There was also Yang & Jun (2002) studied about how the consumer perception of e-service quality differ from internet purchaser and non-purchaser perspectives.

In Appendix IV is provided with the more complete SPSS Result for T test, in part of Paired Samples Statistic is explained about the Descriptive table which displays the mean, sample size, standard deviation and standard error for all perception and expectation variable. The most considerable one is Paired Samples

Test part; the *Mean* column in the paired sample *t* test table displays the average difference between expectation and perception variable in defining UNAND service quality. The *Std. Deviation* column displays the standard deviation of the average difference score.

The *Std. Error Mean* column provides an index of the variability one can expect in repeated random samples of 165 students similar to the ones in this study. The 90% Confidence Interval of the Difference provides an estimate of the boundaries between which the true mean differences lies in 90% of all possible random samples of 165 students similar to the ones participating in this study.

Finally after well done on Hypotheses test, researcher concludes and convinces that H_0 hypotheses, where:

H₀₁: There are any differences between student expectations and perceptions of UNAND Website service quality regarding tangibles dimensions.

H₀₂: Expectation about reliability dimension of UNAND Website was obviously different with the perceptions of reliability dimension.

H₀₃: Expectation about responsiveness dimension of UNAND Website service quality has a massively different than perception about responsiveness dimension of UNAND Website service quality.

H₀₄: Perception about assurance dimension of UNAND Website service quality has a big discrepancy differences with the expectation about empathy dimension of UNAND Website service quality.

H₀₅: There are any differences between student expectations and perceptions of UNAND Website service quality toward tangibles dimensions.

As whole, this result is consistent with studies done by Kheng et al., (2010), Sullivan & Walstrom (2001), Wang & Tang (2003) and Qureshi et al., (2010).

The entire Ha hypotheses of this research are overwhelming supported.

In order of importance, respondents placed the highest **expectations** on service responsiveness (4.41), followed by reliability (4.40), next tangibles (4.33), then assurance (4.25), and finally, empathy (4.08). Respondents **perceived** the highest service dimensions to be tangibles (2.51), followed by assurance (2.50), reliability (2.40), responsiveness (2.40), and finally, empathy (2.34).

4.6 Discussion

The overwhelming support for hypothesis indicates that there is room to improve the service quality being provided by UNAND website. The closer look at the findings of this study reveals areas where the greatest differences between expectations and perceptions exist. Regarding this finding, any efforts should be made to improve service where these differences exist. Based on the table result these efforts include on responsiveness on the most, that is prompt service to user and in reliability is on-line help features.

4.6.1 Derived Perceived Service Quality Dimensions

We believe that Responsiveness and Reliability as a separate dimension is of particular importance, given the fact that it proved to be the strongest predictor of student satisfaction.

Consequence of that matter, negatively situation finding at unsatisfied feeling of student toward Responsiveness and Reliability dimension provided by UNAND Website (Table 4.34), hence researcher focused on all five dimensions to be more discussed further as follows:

4.6.6.1 Tangibles

Ming-Shing et al., (2010) research results show, "tangibility" in the dimension of service quality causes more influence on "personnel service" and "value" in the dimension of service quality.

Service on tangibles customization has often been limited to elaborate technical systems that produce individualized Web pages and personal service. The research demonstrates that perceived customization on tangible dimension is more than a result of applying technological tools. Due to the emergence of ICT, tangible has lots its importance as a measurement for student satisfaction. Internet system of Website Portal has been very trending topic among the universities 'student and is growing tremendously. Hereby, ICT should be taken into consideration and used as a measurement for student satisfaction. The finding of Mosahab et al., (2010), tangibles dimension has been found as the dimension which can be considered as health factors. Findings of this previous study, show that both resulted and processed dimensions have a positive and meaningful relation with satisfaction and loyalty. But the important point is that there is significant relation between the processed dimensions and satisfaction and loyalty.

4.6.1.2 Reliability

The ability to perform the promise accurately in a timely manner is reliability aspects that UNAND website should have. Reliability as the second most significant dimension, the student really expect that when they have a problem, UNAND website services should give on-line help features then show a sincere interest in solving it correctly. The quality of delivery services should include promptness and ensure that correct, proper and intact services are delivered and met.

The student's expectation shows that they will not tolerate services lately, because it will lead to fail or trouble in dealing with academic requirement, such as registration, KRS Online fulfillment, etc which must be done by through UNAND PORTAL. Some measures, dealing particularly with packaged connectors to third-party system (such as formal partnership with vendors of third party software) can be taken to implement effective back-end integration.

Therefore this current research is consistent with the study of Yang and Jun (2002), while they were considering that the dimensions of reliability, personalization, security, and access are important attributes. Reliability dimension in Both Internet purchasers and Internet non-purchasers require online companies having the ability to perform the promised service accurately and in a timely manner. They expect to be billed and charged correctly. Of equal importance is order delivery. The quality of delivery should include promptness and ensure that both correct and intact products and services are delivered, in ordered quantities, at times convenient to customers. Consumers will not tolerate goods arriving late or damaged, being

misplaced, or having the wrong product shipped to them in error. Consumers also prefer to have increasing access to information about the progress of their order.

4.6.1.3 Responsiveness

Responsiveness as the foremost significant dimension resulted from differences between expectation and perception require UNAND website to respond to their user inquires promptly. Prompt responses will help users resolve their problems and make decision in academic sustainability requirement purpose. The UNAND website service is never too busy to respond to user requests and admin assistance are other aspects concerning the responsiveness dimension.

Results from hypotheses testing also show that responsiveness found to have positive relationship with customer satisfaction this is in line with (Kheng et al., 2010) who highlighted the speed of service delivery enhanced perception of service quality while indicated that "no waiting time" raised customers' satisfaction level (Kheng et al., 2010).

The student of UNAND wants to find desired information quickly and accurately. The slow information browsing and difficult access while surf the web is main problem that student perceived. Furthermore, to increase the navigation speed, UNAND website, especially ICT part should choose an efficient host server and avoid using extensive high-resolution graphics.

4.6.1.4 Assurance

The perception of reliability and assurance are the most important factors that affect favorable loyalty aspects such as re-purchase intentions, communicating positive word-of-mouth and loyalty under increased pricing. The quality of customer service and web responsiveness influence negatively the propensity to switch and communicating negative word-of-mouth. Assurance as motivational factor was discovered by the study of Mosahab et al., (2010).

Assurance, in the form of keeping customers safe from an invasion of their privacy, affects trust and satisfaction. Ensuring assurance may be especially important to services that require users to share personal information and telling problem faced with the service provider in order to receive the required services, especially when the associated risks (lately registration limit) are high. UNAND Website should take care not to frighten the student away by unnecessarily gathering private information. Users should at least be allowed to opt out.

4.6.1.5 Empathy

Based on the result finding Empathy dimension has the **smallest gap** among four other service quality dimensions. Result of this present study is supported since its alignment with the study of Ming-Shing et al., (2010), where "Empathy" in the dimension of service quality causes little positive influence on "value" in the dimension of customer satisfaction. "Empathy" in the dimension of service quality causes no positive influence on "personnel service" in the dimension of customer satisfaction. Lack of empathy has been considered among the most important reasons

for users not to adopt online services involving academic administration process. Empathy appears to be equally important to student that require divulging sensitive information, such as scholarship issues.

From a practical point of view, this research provides investment guidance to firms in their creation of and upgrades for service quality. An e-service website can offer different dimension over service quality capabilities. Many organization, however, in this study is university are financially constrained in practice in terms of what e-service quality features to focus on. It is therefore important to identify those features that are critical to user satisfaction.

In addition to interface design factors identified by prior research, such as site aesthetics, graphics presentation, and visual effects, our research results bring to the foreground the importance of procedural and process design capabilities embedded into an e-service technology site. Organizations deploying e-service really need to understand that their website is not only an interface with their users, but also an information system that embeds their academical purpose processes. Having smooth and flexible website processes means seamless system integration. For example, the website needs to be integrated with the on-line system so users can check the availability of the service.

In regard with that, how the whole on-line system alligned with bureau administration is designed, what technological capabilities to offer, and what service processes are enabled ultimately determine what service value a website delivers to its users and how satisfied the users are.

As long as information technology toward internet continues to grow, e-service is going to play an even bigger role in user satisfaction. Managing e-service technology will become more critical for university intending to compete in improving online system requirement. Andalas University need to carefully evaluate their technology based service offerings and understand how to design Web-based technological capabilities to deliver the type of services users demand.

Moreover, as technology is constantly evolving, so is technology based e-service process and its impact on developing service perceived quality strategy. The effective management of the integration of knowledge elevation and technology is becoming an indispensable part of many organizations' value creation strategy. This work is only a first step in trying to understand the service quality and the impact of the technology on UNAND website toward its student satisfaction. Researcher believe that this is a promising research area for researchers in the management of service quality domain.

CHAPTER V

CONCLUSION, IMPLICATION, LIMITATION, AND SUGGESTION

5.1 Conclusion of the Research

Researcher can conclude Based on result of research:

- a. Based on descriptive analysis test indicates student (respondent) expectations were significantly higher than their perceptions of the service quality dimensions (tangibles, reliability, responsiveness, assurance and empathy) provided by the Andalas University website, especially UNAND PORTAL. In order of importance, respondents placed the highest expectations on service responsiveness, followed by reliability, next tangibles, then assurance, and finally, empathy. Respondents perceived the highest service dimensions to be tangibles, followed by assurance, reliability, responsiveness, and finally empathy.
- b. There were one hundred sixty five respondents evaluated UNAND Website to provide expectations and perceptions about the service quality provided. Based on T-test analysis indicates responsiveness dimension is the most significantly different dimension among the overall service quality as assessed by the student. This finding leads UNAND Website to more aware and increase the service quality dimensions, especially responsiveness dimension at first, then it will improve the good perceptions of the service quality provided.

- c. Upon all descriptive analysis test and Paired Sample T-test found that there were **massive differences between student expectation and perception toward Service Quality of Andalas University Websites**. The underlying dimensions of service quality within the framework of UNAND Website as perceived by the student are some areas where UNAND Website developers can make improvements that will result in the greatest impact on service quality are improving on-line help features, making human assistance (admin) quickly and readily available, increasing the perception of dependable and safety in on-line usage, and creating a neat visual appearance that conveys satisfaction and even trust.

5.2 Implication of The Research

In this paper researcher argued that service quality is critical to the success of Andalas University website development. Following explanations are hold as mainly implication of the study:

- a. Building on theories from service quality management, the study has examined what service quality dimension capabilities should be embedded in UNAND's website and what dimension features should take priority. The study contribute to the management of service quality and technology domain by proposing a theoretical model that helps UNAND website understand the impact of its service quality capabilities on student satisfaction. In addition, the study model also helps UNAND website to justify their investment in e-service technology. This point is important because although the final output

may not satisfy student's satisfaction, but it does not necessarily mean student's dissatisfaction. In fact, service encounter plays an important role in customer's satisfaction and loyalty. Considering the above mentioned findings, ICT management should try to gradually reduce the gaps in the first step, and should attempt to make this gap positive, and to surpass students' expectations, in the next step.

- b. Our findings suggest that student's satisfaction can be influenced by the perception of service quality. The UNAND website's **prompt service as responsiveness dimension** was found dominantly influence the perception and expectation of student, since this question variable was resulted as the biggest gap on its comparative of the result finding. So that, researcher put Responsiveness dimension as a **major recommendation** to be applied and to help the increasing of service quality at Andalas University system specifically. Therefore, the managerial challenge here is to develop best service quality even technology aspects and services' strategies that are mainly focused on prompt service basics such as quicker response toward their on-line trouble and on time help delivery, building the good quality university profile, offering clear, trustworthy and reassuring help.
- c. **Reliability dimension** based on the result finding is considered as the **second rank of the biggest gap** after the first rank was hold by Responsiveness dimension. As the service provide is delivered and consumed in a technology-based environment, the second recommendation given for reliability service quality dimension within UNAND Websites are: offering tracking

information features, sending confirmation emails and providing inventory checking functions will increase the perception of website reliability. Additionally, UNAND ICT needs to address web interactivity criteria such as usability and informativeness of their websites. Web designers should provide a logical webpage layout and a consistent navigation scheme that enhance the perception of web usability.

- d. Research has shown that unmet user expectations are considered a primary cause of student complaints. Therefore, giving faster feedback response in an accurate manner can be approached as a defensive strategy. Offering online chat services, self-help centers or a combination of different communication channels could enhance the speed and accuracy of responding to online students' questions and thereby lessen their complaints. Additionally, online user value context-based help, by offering a Frequently Asked Questions (FAQ) section that is accessible and easy to locate will increase student's perception of user service and decreases their propensity to switch to other unnecessary web.

5.3 Limitation of The Research

This study is a good value addition but with some limitations. The sample consists of only undergraduates while other graduation student, can be part of the study to be more generalize the findings. The important key issues is to note that user satisfaction has been evaluated along other dimensions. For instance, SERVQUAL is often referred to as a crucial factor leading to customer satisfaction (Ba & Johansson

2008). Theory suggests that service quality is crucial for the user satisfaction, expanding on this view; this study limited in certain respects, compares how the service quality dimensions affect the student's perceived and expectation value.

The research design of this study has several limitations. First, the research only conducted for Andalas University's student from grade year 2005 until 2010, considers the student sample as a solid and valid sampling basis to test the research model. All the respondent defined by their faculty and major averagely. Participants of this study used the Internet at least one hour per day, their age profile limited on 17 to 25 years old.

The study is conducted via questionnaire only, which is most appropriate for topics on user behavior in online environments (Swaid & Wigand 2009). Secondly, the research only conducted by limited variable from service quality which is used to only compare between student's perception and expectation provided by UNAND website.

5.4 Suggestion for Future Research

There are several ways in which future research could strengthen the results of this study. It is difficult to be precise about the most appropriate sample size for conducting such research. However, we expect follow-up studies to expand the sample range so that the relevant research might be more representative. Also future studies might adopt random sampling for different purposes. The topic discussed in this study is still developing at present - it is hoped that it will be continually explored with the addition of other drivers such as cultural and social factors affecting e-

satisfaction and e-loyalty, thus enriching the research contents. Therefore, we hope that future studies can adopt a wider range of constructs to make the whole study share more benefits. Secondly, the measurement instrument needs to be fine-tuned, developing scale items that clearly distinguish the study constructs from one another is an important task for future research. Thirdly, Common method variance can be a potential problem for survey research. Given that our constructs were all measured by the same method from the same subjects, this study potentially faces the same bias, although various procedural remedies were employed to reduce the bias. One way of addressing this problem in future studies is to use an objective measure of the service quality and technological capabilities of an e-service website, instead of examining it from the customer's perspective.

The more objective measure not only helps to define what the proper methods variance will be, but might also yield more insight in how customers view a website's service value and how that view ultimately translates into satisfaction, providing the critical link between an organization's e-service process design decision and customer response.

Therefore, future studies should strive to collect data consisting of a wider spectrum of service experiences. The issue of Web site usability should also be studied further. Population and sample should be broadened in order to cover more areas and universities to see the most important determinants of students' satisfaction toward Website Service Quality. This study considers only one of the educational institutes, that is Andalus University.

Educational institutes are always looking to satisfy their students. There might be many factors that can play role in the process of satisfaction of students in educational set up. If educational institutes are interested to see what determines level of satisfaction then findings of the current study would be a contribution and would provide a direction towards satisfaction model of students in institutes of higher learning.

Finally, the comparative relationship between user satisfaction and Web site service quality productivity should be studied more completely.

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APPENDIXES

APPENDIX I

RESPONDENT RECAPITULATION DATA INPUT

1. Demographic Information, Web Usage Statement and Web Belief Statement

NO	G	A	N	O	P	E	A	A	A	A	A	A	A	A	B	B	B	B	B	B	B	B	B	B	B	B
1	1	1	1	1	1	2	1	3	2	3	3	3	3	3	2	2	5	5	3	2	4	4	4	4	4	4
2	2	1	1	1	2	1	5	4	1	3	2	3	2	3	2	1	3	5	3	5	3	5	5	6	1	7
3	1	2	1	1	1	2	7	2	3	2	3	3	3	2	2	3	4	5	4	4	3	4	4	4	2	3
4	2	1	1	7	4	2	4	3	2	2	2	3	1	3	2	4	2	6	7	1	1	7	1	1	1	4
5	1	1	1	7	1	1	5	2	3	4	2	3	2	2	2	2	3	5	5	2	1	7	1	2	2	1
6	1	1	1	7	5	2	1	2	2	2	2	2	3	2	3	2	4	6	5	3	1	7	3	4	5	5
7	2	2	1	7	5	2	5	2	3	2	4	2	2	2	2	1	2	3	1	3	1	3	2	5	1	3
8	1	2	1	1	7	1	5	2	2	3	3	2	3	3	2	1	1	2	1	1	1	2	1	2	1	1
9	2	2	1	5	4	4	4	2	3	2	2	1	2	2	2	2	2	2	2	2	2	3	2	2	1	1
10	1	1	1	4	4	2	6	2	1	4	2	2	2	3	3	1	2	4	3	2	2	5	3	2	1	2
11	2	2	1	7	1	1	6	2	2	4	3	2	2	3	2	3	4	5	3	1	2	6	4	1	4	4
12	2	2	1	6	1	2	7	2	2	2	4	3	3	2	2	3	2	4	3	3	1	4	2	3	2	3
13	2	1	1	3	7	1	7	3	3	4	3	2	2	2	3	1	5	4	3	4	1	4	6	4	2	7
14	1	2	1	1	1	3	7	2	1	4	3	4	2	3	2	4	4	4	3	4	1	5	4	6	3	5
15	2	2	1	1	1	4	6	2	2	3	1	1	2	2	2	1	3	3	4	2	3	4	5	3	4	5
16	1	1	1	3	4	1	6	2	3	3	4	3	3	2	4	5	4	5	3	3	6	5	4	4	3	3

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161	2	2	1	1	7	2	4	4	3	4	3	2	2	2	2	3	3	3	4	4	4	4	4	4	4	4
162	2	1	1	7	5	2	7	2	3	2	3	2	1	2	2	4	4	5	4	5	5	6	4	5	5	6
163	2	1	1	1	1	1	4	6	3	3	4	2	3	3	2	4	4	4	4	4	4	4	4	4	4	4
164	2	2	1	2	1	4	5	3	2	1	2	1	1	3	2	1	1	1	1	1	1	1	1	1	1	1
165	1	2	1	7	1	2	4	3	1	3	2	2	1	1	2	2	2	1	2	2	3	2	2	1	2	3

2. Expectation and Perception Variable Mean Value

No.	Te	Pe	RLe	RLp	RPe	RPp	Ae	Ap	Ee	Ep
1	4.25	4.0	4.4	4.6	4.0	4.25	4.4	4.6	4.2	4.6
2	4.75	2.75	5.0	2.2	4.5	2.75	4.4	3.0	3.8	2.8
3	4.0	3.5	4.2	2.8	4.0	2.75	3.2	2.6	2.8	2.2
4	4.5	4.5	4.0	4.8	4.5	4.5	4.0	4.2	4.4	4.4
5	4.25	4.0	4.2	4.2	4.75	4.0	4.8	4.0	4.6	2.6
6	3.75	3.5	4.6	2.2	4.5	3.25	4.6	3.2	4.2	2.6
7	5.0	3.25	5.0	2.8	5.0	4.0	3.2	3.4	3.0	3.0
8	4.0	2.5	4.0	2.0	4.0	2.0	4.0	2.0	4.0	2.0
9	4.75	2.75	5.0	3.6	5.0	3.0	5.0	4.0	5.0	2.8
10	4.25	3.25	4.0	3.2	4.0	3.25	4.0	3.6	4.0	3.2
11	4.25	2.0	4.6	2.8	4.5	2.75	4.2	2.6	4.0	4.0
12	5.0	3.0	5.0	2.2	4.0	2.25	3.8	1.6	3.2	1.8
13	4.25	2.25	4.8	2.2	4.25	2.25	3.6	2.4	3.6	2.4
14	3.5	3.0	4.0	2.2	4.0	2.5	4.0	2.8	3.4	2.0
15	4.0	4.0	1.0	4.0	4.0	4.0	1.4	4.0	4.0	2.0
16	4.75	3.25	4.8	2.6	4.75	3.0	4.0	3.0	3.6	2.8
17	1.75	2.25	2.2	2.4	2.0	2.75	2.6	2.2	2.4	2.4
18	4.5	3.25	3.6	1.8	4.5	3.0	4.2	3.4	3.0	2.4
19	5.0	2.5	4.4	1.2	4.5	1.0	4.6	2.4	3.8	1.8
20	4.5	2.75	4.6	3.0	5.0	3.0	4.8	3.0	4.4	3.2
21	3.5	4.0	3.4	3.0	4.0	4.25	3.6	4.4	3.6	3.6

22	5.0	2.0	5.0	2.0	5.0	2.5	5.0	2.0	5.0	1.6
23	3.75	3.25	3.6	3.0	3.5	3.25	3.4	3.4	3.0	3.0
24	3.5	2.5	4.4	2.6	4.0	2.75	4.4	2.4	4.0	2.4
25	4.25	2.5	4.2	2.0	4.5	1.0	4.4	1.6	3.4	1.4
26	5.0	2.25	5.0	2.8	5.0	2.0	5.0	2.0	5.0	2.4
27	3.0	2.75	4.0	2.6	4.0	2.25	3.6	3.0	4.0	2.8
28	1.0	1.5	1.6	1.8	1.25	2.0	1.4	2.4	2.0	2.0
29	3.75	1.0	4.0	3.4	4.0	4.0	4.0	1.0	4.0	1.0
30	5.0	2.5	5.0	1.4	5.0	2.75	5.0	2.0	5.0	1.6
31	3.75	3.0	4.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0
32	5.0	2.0	5.0	1.0	5.0	1.0	5.0	1.0	5.0	1.0
33	5.0	3.75	4.4	2.6	4.0	2.5	4.0	2.8	4.0	2.8
34	4.5	2.0	5.0	2.0	5.0	2.0	5.0	2.0	5.0	2.0
35	4.25	1.75	4.8	1.0	4.75	1.0	4.0	1.0	3.8	1.0
36	5.0	2.25	5.0	2.8	5.0	2.5	4.6	2.0	3.8	2.0
37	5.0	1.0	5.0	1.0	5.0	1.0	5.0	1.0	3.6	1.0
38	5.0	2.25	5.0	1.0	5.0	2.0	5.0	2.0	5.0	2.0
39	4.75	3.5	5.0	3.0	4.25	2.75	4.0	3.0	3.8	2.4
40	3.75	2.5	4.0	3.6	5.0	2.25	3.8	3.2	4.2	3.2
41	5.0	3.25	3.8	3.4	3.75	3.25	4.2	2.6	3.8	2.6
42	5.0	2.75	5.0	3.6	5.0	2.0	4.6	2.0	4.8	2.0
43	4.0	3.0	4.0	3.0	4.25	3.0	4.0	3.0	4.0	3.0
44	5.0	2.75	4.8	1.6	5.0	2.0	4.4	2.0	5.0	2.0
45	4.75	2.75	4.6	2.0	4.25	1.25	3.4	1.4	3.0	1.8
46	5.0	2.0	5.0	2.2	5.0	2.0	4.4	2.6	3.8	2.0
47	3.25	3.0	3.6	3.0	4.0	3.0	3.8	3.0	3.0	3.4

48	4.25	2.5	4.4	2.2	4.5	2.25	4.2	2.4	4.0	2.6
49	5.0	2.25	5.0	2.8	5.0	2.25	4.8	2.4	4.4	2.4
50	4.0	2.5	4.4	3.0	4.25	1.0	3.0	2.8	3.4	2.8
51	5.0	3.0	5.0	2.8	5.0	2.5	5.0	2.2	5.0	2.4
52	4.0	1.0	4.0	2.0	4.0	2.0	4.0	2.0	4.0	2.2
53	5.0	2.5	5.0	2.0	5.0	3.0	5.0	2.0	5.0	3.0
54	4.25	2.5	4.6	2.8	4.25	2.5	3.8	2.6	3.8	2.4
55	3.75	2.75	4.4	3.2	4.0	3.25	4.0	2.6	4.6	3.6
56	5.0	1.5	5.0	2.0	5.0	2.0	5.0	2.0	5.0	2.0
57	5.0	1.75	5.0	2.0	5.0	2.0	5.0	2.0	4.2	2.0
58	4.5	2.5	4.4	2.0	3.5	2.75	3.2	2.0	3.8	1.6
59	5.0	1.0	5.0	1.0	3.75	1.0	5.0	1.0	3.8	1.4
60	3.0	2.75	4.4	2.4	3.0	2.0	3.2	2.2	4.0	1.0
61	3.25	2.5	4.0	2.4	3.5	2.5	4.4	2.6	3.0	2.2
62	5.0	4.5	4.8	3.8	5.0	4.0	5.0	3.4	4.2	3.0
63	4.5	2.25	4.4	2.2	4.0	2.25	4.2	2.8	3.6	3.0
64	5.0	1.0	5.0	1.0	5.0	1.0	4.8	1.0	5.0	1.0
65	5.0	1.0	5.0	1.0	5.0	1.0	5.0	1.0	5.0	1.0
66	4.75	2.75	4.8	2.4	5.0	1.75	4.6	2.6	4.6	2.0
67	4.0	2.0	4.0	2.0	4.0	2.0	3.8	2.0	4.0	2.0
68	5.0	3.0	4.2	3.0	4.0	3.0	4.6	3.0	3.0	3.0
69	5.0	2.0	5.0	2.8	5.0	3.5	5.0	3.6	5.0	3.0
70	5.0	2.0	5.0	2.8	5.0	1.75	5.0	1.6	5.0	1.8
71	4.75	3.0	4.8	3.2	5.0	3.0	5.0	3.0	5.0	2.4
72	4.25	2.0	4.0	2.0	4.0	2.0	4.0	1.8	4.0	2.0
73	5.0	2.75	5.0	2.6	4.75	2.5	3.8	3.0	4.2	2.8

74	4.25	2.0	5.0	2.6	5.0	3.0	5.0	3.0	5.0	2.2
75	5.0	2.0	5.0	2.0	5.0	2.75	5.0	2.6	5.0	3.2
76	5.0	2.0	5.0	2.0	5.0	2.0	5.0	2.0	4.0	2.0
77	3.0	2.5	4.4	2.6	4.0	1.75	3.8	2.8	4.0	2.2
78	5.0	2.0	4.6	2.4	5.0	2.0	4.4	1.2	4.6	1.0
79	4.75	3.25	4.6	2.4	4.5	3.25	4.2	3.0	3.6	2.8
80	4.0	2.0	4.0	2.0	4.0	2.0	4.0	2.0	4.0	2.0
81	5.0	2.75	5.0	1.8	4.75	1.75	4.4	2.6	4.2	3.0
82	5.0	2.75	5.0	1.8	4.75	1.75	4.4	2.6	4.2	3.0
83	4.5	2.5	4.4	2.2	4.5	2.25	4.0	2.4	3.2	2.2
84	4.25	2.75	4.0	3.0	4.0	2.75	4.0	2.6	4.0	2.2
85	5.0	2.0	4.8	2.0	4.25	2.0	4.8	2.2	3.4	1.6
86	5.0	1.0	5.0	2.4	5.0	3.0	5.0	3.0	5.0	3.0
87	5.0	2.0	5.0	3.0	5.0	2.25	5.0	3.0	5.0	1.2
88	4.25	2.5	5.0	2.8	4.75	2.0	4.4	3.6	3.2	2.0
89	5.0	3.0	5.0	3.0	5.0	3.0	5.0	1.0	5.0	1.0
90	5.0	2.75	4.8	2.8	5.0	2.25	4.8	3.2	5.0	3.2
91	4.0	2.25	4.0	2.0	4.0	2.0	4.0	2.6	4.0	2.4
92	4.5	3.5	4.0	3.0	3.75	3.5	4.0	3.2	4.0	3.2
93	5.0	2.5	5.0	2.6	5.0	2.5	5.0	3.0	5.0	2.6
94	5.0	2.75	5.0	1.6	5.0	2.25	4.6	2.6	4.2	2.4
95	4.0	2.5	4.4	2.2	4.5	3.0	3.8	2.6	3.6	2.2
96	4.5	2.5	4.4	3.0	4.75	2.75	4.2	2.4	4.0	2.6
97	4.5	2.25	3.8	2.6	3.25	2.0	3.4	3.0	3.6	2.2
98	5.0	2.25	5.0	2.8	4.75	2.5	4.4	1.8	4.0	2.4
99	4.5	2.0	4.8	3.0	4.75	2.0	4.6	1.6	3.8	2.0

100	5.0	2.25	5.0	2.0	5.0	1.0	5.0	1.0	5.0	1.0
101	5.0	2.5	5.0	1.6	5.0	1.0	5.0	1.6	5.0	1.0
102	5.0	2.75	5.0	2.4	5.0	3.0	5.0	2.8	5.0	3.0
103	3.75	3.75	4.8	3.0	4.75	3.5	3.8	3.6	3.4	2.2
104	3.75	3.25	3.8	2.8	5.0	1.75	4.4	2.2	3.6	2.4
105	4.25	2.75	4.4	2.4	3.75	2.75	3.6	2.6	3.6	2.8
106	4.0	3.0	4.2	3.8	4.25	2.75	4.0	3.0	3.6	2.6
107	4.0	2.5	4.6	1.8	5.0	2.0	3.8	2.0	3.6	1.8
108	5.0	1.0	5.0	2.0	5.0	1.0	5.0	1.0	5.0	1.0
109	5.0	2.75	5.0	2.2	4.75	2.5	3.8	2.2	3.8	2.4
110	3.75	2.75	4.8	3.0	5.0	2.5	4.4	2.6	4.6	2.4
111	4.25	1.75	5.0	2.4	4.75	2.0	4.8	2.0	4.0	2.0
112	5.0	1.0	4.4	1.6	4.0	1.0	4.6	1.0	5.0	1.0
113	5.0	1.0	5.0	1.0	5.0	1.0	5.0	1.0	5.0	1.0
114	4.75	3.75	4.4	3.2	4.75	3.5	4.2	3.8	4.4	3.6
115	4.25	2.5	5.0	2.4	5.0	2.0	4.4	2.4	4.8	2.8
116	4.75	2.25	4.6	2.8	4.0	2.25	4.6	4.0	4.4	2.8
117	5.0	2.0	5.0	2.0	5.0	1.75	5.0	2.0	5.0	1.8
118	5.0	3.0	5.0	3.0	5.0	3.0	5.0	3.0	5.0	3.0
119	4.0	2.0	4.2	2.6	4.0	2.25	4.2	2.4	4.0	1.6
120	5.0	2.5	5.0	1.6	4.5	1.75	4.4	2.4	3.4	2.4
121	5.0	1.0	5.0	1.2	5.0	2.75	5.0	2.0	3.8	1.6
122	3.75	2.5	4.8	2.4	4.75	2.25	3.6	3.4	3.4	2.4
123	5.0	2.5	5.0	2.6	5.0	2.25	5.0	2.2	5.0	2.2
124	4.75	1.25	4.6	1.4	5.0	1.75	4.8	2.0	4.6	1.6
125	5.0	2.0	5.0	1.8	5.0	2.25	4.6	1.8	4.6	1.8

126	5.0	1.25	5.0	1.6	4.5	2.0	5.0	1.8	5.0	2.0
127	3.0	2.0	4.6	2.0	5.0	2.0	5.0	2.0	5.0	2.0
128	4.5	2.0	5.0	1.4	5.0	2.5	5.0	1.8	4.2	2.0
129	4.75	2.25	4.8	2.4	4.75	2.0	4.6	2.8	4.2	2.8
130	4.0	2.0	4.0	1.8	4.0	1.0	4.2	1.8	5.0	1.6
131	5.0	2.25	4.4	2.0	5.0	1.5	5.0	2.0	4.8	1.4
132	4.0	3.0	4.0	2.8	4.5	2.25	4.0	3.2	4.0	3.4
133	4.5	2.5	5.0	2.0	5.0	3.0	5.0	3.4	5.0	3.0
134	5.0	2.25	5.0	2.0	5.0	1.75	4.6	2.0	5.0	1.8
135	4.0	2.0	4.0	2.0	4.0	2.0	4.0	2.0	4.0	2.0
136	4.0	2.5	4.8	2.6	5.0	3.25	4.4	2.4	4.0	2.6
137	4.5	2.75	4.8	3.2	4.75	3.0	4.0	2.4	3.8	2.2
138	5.0	3.0	5.0	2.4	5.0	3.0	5.0	3.0	5.0	3.0
139	4.75	3.75	5.0	2.6	5.0	2.5	5.0	2.8	5.0	3.0
140	3.5	3.5	4.6	2.8	3.75	2.5	3.8	2.8	3.2	2.0
141	5.0	3.0	4.2	3.6	4.5	3.75	3.6	3.2	3.8	3.4
142	5.0	2.0	5.0	2.0	5.0	2.0	5.0	2.0	5.0	2.0
143	5.0	2.0	5.0	2.0	5.0	1.5	4.8	2.0	4.4	2.2
144	4.0	4.0	4.0	4.0	4.0	4.0	5.0	4.0	5.0	4.0
145	4.0	1.0	4.0	2.0	4.0	2.0	4.0	2.0	4.0	2.0
146	2.0	3.0	2.8	2.4	2.75	2.5	3.8	3.4	3.0	3.2
147	5.0	2.25	5.0	1.8	5.0	2.25	5.0	2.0	5.0	1.6
148	4.5	4.5	4.2	3.0	5.0	2.0	5.0	2.8	5.0	2.2
149	3.25	2.75	3.6	2.8	3.25	3.25	3.4	3.6	2.8	3.2
150	5.0	4.0	4.6	4.0	4.5	4.0	4.2	4.0	4.0	4.0
151	4.25	1.0	4.6	1.4	4.75	1.25	4.6	1.2	5.0	1.6

152	5.0	4.0	4.0	2.4	5.0	2.0	4.0	2.0	4.0	2.0
153	4.25	3.25	4.4	2.6	3.75	3.25	4.2	3.2	3.4	3.4
154	4.0	2.5	4.0	3.0	4.5	2.25	4.6	3.4	3.6	3.6
155	1.0	2.25	2.0	2.6	2.0	2.25	2.0	3.0	2.0	2.6
156	1.5	2.25	1.4	1.8	2.0	1.75	1.4	2.4	1.6	1.6
157	3.0	3.0	3.2	3.0	3.0	3.0	3.0	3.0	3.0	3.0
158	3.25	3.0	3.2	3.4	3.25	3.0	3.0	3.0	3.0	3.0
159	2.25	2.0	2.2	1.6	2.0	2.25	2.6	1.8	2.6	2.2
160	3.0	3.5	2.8	3.4	3.0	3.25	2.8	3.2	2.8	3.0
161	3.0	3.0	4.2	2.8	5.0	2.5	4.2	2.6	2.8	2.6
162	4.25	2.5	4.0	1.8	4.5	2.5	4.4	2.8	4.2	2.4
163	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
164	1.75	1.25	1.0	1.4	2.5	1.0	3.6	1.6	4.2	1.2
165	4.25	1.0	4.2	2.0	4.0	1.5	4.2	1.8	4.0	1.6

APPENDIX II

Validity Test Result

1. Validity of Expectation Variable

a. Tangibles

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.833
Bartlett's Test of Sphericity	Approx. Chi-Square	513.524
	df	6
	Sig.	.000

Component Matrix^a

		Extraction Method: Principal Component Analysis.
	Component	
	1	a. 1 components extracted.
T1		.889
T2		.924
T3		.927
T4		.868

b. Reliability

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.880
Bartlett's Test of Sphericity	Approx. Chi-Square	627.368
	df	10
	Sig.	.000

Component Matrix^a

	Component
	1
R5	.887
R6	.915
R7	.895
R8	.845
R9	.849

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

c. Responsiveness

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.825
Bartlett's Test of Sphericity	Approx. Chi-Square	388.647
	df	6
	Sig.	.000

Component Matrix^a

	Component
	1
RP10	.857
RP11	.889
RP12	.877
RP13	.870

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

d. Assurance

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.837
Bartlett's Test of Sphericity	Approx. Chi-Square	603.946
	df	10
	Sig.	.000

Component Matrix^a

	Component
	1
A14	.871
A15	.904
A16	.902
A17	.900
A18	.710

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

e. Empathy

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.831
Bartlett's Test of Sphericity	Approx. Chi-Square	463.932
	df	10
	Sig.	.000

Component Matrix^a

	Component
	1
E19	.845
E20	.867
E21	.836
E22	.830
E23	.791

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

2. Validity of Perception Variable

a. Tangibles

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.815
Bartlett's Test of Sphericity Approx. Chi-Square	351.190
df	6
Sig.	.000

Component Matrix^a

	Component
	1
T24	.824
T25	.868
T26	.886
T27	.859

Extraction Method:

Principal Component

Analysis.

a. 1 components

extracted.

b. Reliability

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.843
Bartlett's Test of Sphericity Approx. Chi-Square	450.511
df	10
Sig.	.000

Component Matrix^a

	Component
	1
R28	.837
R29	.862
R30	.828
R31	.859
R32	.758

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

c. Responsiveness

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.788
Bartlett's Test of Sphericity Approx. Chi-Square	325.671
df	6
Sig.	.000

Component Matrix^a

	Component
	1
RP33	.812
RP34	.872
RP35	.865
RP36	.835

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

d. Assurance

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.878
Bartlett's Test of Sphericity Approx. Chi-Square	529.838
df	10
Sig.	.000

Component Matrix^a

	Component
	1
A37	.854
A38	.862
A39	.868
A40	.870
A41	.844

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

e. Empathy

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.843
Bartlett's Test of Sphericity Approx. Chi-Square	384.176
df	10
Sig.	.000

Component Matrix^a

	Component
	1
E42	.831
E43	.825
E44	.824
E45	.773
E46	.818

Extraction Method:
Principal Component
Analysis.

a. 1 components
extracted.

APPENDIX III **Reliability Test Result**

1. Reliability of Expectation Variable

a. Tangibles

Reliability Statistics

Cronbach's Alpha	N of Items
.923	4

d. Assurance

Reliability Statistics

Cronbach's Alpha	N of Items
.905	5

b. Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.925	5

e. Empathy

Reliability Statistics

Cronbach's Alpha	N of Items
.889	5

c. Responsiveness

Reliability Statistics

Cronbach's Alpha	N of Items
.895	4

2. Reliability of Perception Variable

a. Tangibles

Reliability Statistics

Cronbach's Alpha	N of Items
.882	4

d. Assurance

Reliability Statistics

Cronbach's Alpha	N of Items
.911	5

b. Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.885	5

e. Empathy

Reliability Statistics

Cronbach's Alpha	N of Items
.871	5

c. Responsiveness

Reliability Statistics

Cronbach's Alpha	N of Items
.867	4

APPENDIX IV

Paired Samples T-Test Result

1. Tangibles T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Tangibles expectation	4.3273	165	.82622	.06432
	Tangibles perception	2.5136	165	.77659	.06046

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	90% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Tangibles expectation - Tangibles perception	1.81364	1.16434	.09064	1.66369	1.96358	20.008	164	.000

2. Reliability T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Reliability expectation	4.4085	165	.77879	.06063
	Reliability perception	2.4400	165	.72590	.05651

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	90% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Reliability expectation - Reliability perception	1.96848	1.15166	.08966	1.82018	2.11679	21.956	164	.000

3. Responsiveness T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Responsiveness expectation	4.4106	165	.73041	.05686
	Responsiveness perception	2.4015	165	.77974	.06070

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	90% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Responsiveness expectation - Responsiveness perception	2.00909	1.11595	.08688	1.86538	2.15280	23.126	164	.000

4. Assurance T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Assurance expectation	4.2570	165	.73246	.05702
	Assurance perception	2.4982	165	.77542	.06037

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	90% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Assurance expectation - Assurance perception	1.75879	1.18538	.09228	1.60614	1.91144	19.059	164	.000

5. Empathy T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Empathy expectation	4.0861	165	.74840	.05826
	Empathy perception	2.3394	165	.73929	.05755

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	90% Confidence Interval of the Difference				
					Difference				
					Lower				Upper
Pair 1	Empathy expectation - Empathy perception	1.74667	1.13398	.08828	1.60063	1.89270	19.785	164	.000



**FACULTY OF ECONOMIC
ANDALAS UNIVERSITY**

KUESIONER PENELITIAN

A COMPARISON STUDY ON SERVICE QUALITY OF ANDALAS UNIVERSITY WEBSITE: STUDENT PERSPECTIVE

Oktober 2010

Kepada Saudara/I Responden Penelitian yang Terhormat.

Bersama ini disampaikan bahwa Saya sedang melakukan penelitian skripsi yang berjudul:

**(STUDI PERBANDINGAN TERHADAP KUALITAS PELAYANAN DARI
WEBSITE UNIVERSITAS ANDALAS: PERSPEKTIF MAHASIWA/I)**

Sehubungan dengan hal tersebut, saya mohon kesediaan Saudara/I untuk meluangkan waktunya untuk mengisi semua pertanyaan yang ada pada kuesioner ini dengan jujur. Kuesioner ini tidak menampilkan identitas nama/organisasi. Oleh sebab itu semua informasi yang diberikan dijamin kerahasiaannya.

Saya ucapkan terimakasih dan penghargaan yang tinggi atas kesediaan Saudara/I untuk turut berkontribusi pada penelitian ini.

Hormat saya,

Peneliti

EKA PARISIAH | 07152115

Management Department of International Class

Economics Faculty, Andalas University

E-mail: beauty.parisiaeka@gmail.com

APPENDIX V Questionnaires in English

FACULTY CODE

PART A: RESPONDENT PROFILE

Instruction:

Please choose the best answer by marking (✓) on the available box and fill the blank questions.

1. Gender

☐ Male

☐ Female

2. Age (years old)

☐ Less than 20

☐ 30-35

☐ 20- 25

☐ More than 35

☐ 25-29

3. Nationality

☐ Indonesian ☐ Non Indonesian ☐ Others (Please specify).....

4. Place of Origin:

☐ Padang

☐ Bukittinggi

☐ Payakumbuh Kota

☐ 50 Kota

☐ Solok

☐ Pariaman

☐ Others (Please specify)

5. Parents' Occupation:

☐ Civil Servant

☐ Private Company Employee

☐ State-owned enterprises Employee

☐ Entrepreneur/Businessman

☐ Farmer

☐ Military/Policy

☐ Others (Please specify)...

6. Income/ Pocket Money per month:

☐ < Rp. 500.000

☐ Rp. 500.000 – 1.000.000

☐ Rp. 1.000.000 - 2.500.000

☐ Rp. 2.500.000 - 4.000.000

☐ > Rp. 4.000.000

PART B: WEB USAGE BEHAVIOUR

7. Experience of using internet:

☐ Less than 6 Months

☐ 6-12 Months

☐ 1-2 Years

☐ 2-3 Years

☐ 3-4 Years

☐ 4-5 Years

☐ More than 5 Years

8. Hours spent per day on the Web:

☐ Less than 1 Hours

☐ 1-3 Hours

☐ 3-5 Hours

☐ 5-7 Hours

☐ 7-10 Hours

☐ More than 10 Hours

<p>9. The purpose of using Internet and <u>mention</u> the name of the Websites:</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/> Download music, video</div> <div><input type="checkbox"/> Chatting/</div> <div><input type="checkbox"/> Search for college material</div> <div><input type="checkbox"/> Reading News</div> <div><input type="checkbox"/> E-mail</div> <div><input type="checkbox"/> Others (specify).....</div> <div>.....</div> </div>																								
<p>10. The mostly place and media to access internet (may choose more than one):</p> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div><input type="checkbox"/> Campus</div> <div><input type="checkbox"/> Internet Café</div> <div><input type="checkbox"/> HP / Celuler Phone</div> <div><input type="checkbox"/> Wireless / Hotspot</div> <div><input type="checkbox"/> Telkom Flash / Modem</div> <div><input type="checkbox"/> Others (specify).....</div> </div>																								
<p>11. Mention 5 sites which are the most often be accessed during internet surfing:</p> <div style="display: flex; flex-direction: column; gap: 5px;"> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>																								
<p>12. How often do you use the web/internet (on-line):</p> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div><input type="checkbox"/> All seven days of the week</div> <div><input type="checkbox"/> Weekends (Saturday & Sunday)</div> <div><input type="checkbox"/> Mainly during the weekdays (Monday through Friday)</div> </div>																								
<p>13. On the average, how many sites do you visit per hour of Web usage:</p> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div><input type="checkbox"/> Do not change: stay with only the original site</div> <div><input type="checkbox"/> Maybe once per hour</div> <div><input type="checkbox"/> 2-3times per hour</div> <div><input type="checkbox"/> More than 3 times per hour</div> </div>																								
<p>For questions 14 and 15, please choose the best answer by marking (✓) on the available box:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>Never</td> <td>Sometimes</td> <td>Often</td> <td>Regularly</td> </tr> </table>					1	2	3	4	Never	Sometimes	Often	Regularly												
1	2	3	4																					
Never	Sometimes	Often	Regularly																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 70%;">14. On the average, when you do use the Web, would you say that you:</th> <th style="width: 7.5%;">1</th> <th style="width: 7.5%;">2</th> <th style="width: 7.5%;">3</th> <th style="width: 7.5%;">4</th> </tr> <tr> <td>Only visit the Web sites you know and you like</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Surf the Net frequently to search for a sites(s) that is new and different or better</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>					14. On the average, when you do use the Web, would you say that you:	1	2	3	4	Only visit the Web sites you know and you like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Surf the Net frequently to search for a sites(s) that is new and different or better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14. On the average, when you do use the Web, would you say that you:	1	2	3	4																				
Only visit the Web sites you know and you like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Surf the Net frequently to search for a sites(s) that is new and different or better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 70%;">15. If you did change sites, would you switch to the same type of site, or try a site with a different theme, or it doesn't matter :</th> <th style="width: 7.5%;">1</th> <th style="width: 7.5%;">2</th> <th style="width: 7.5%;">3</th> <th style="width: 7.5%;">4</th> </tr> <tr> <td>Switch to another site, but the same theme</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Switch to another site, but the different theme</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Switch to another site, and the theme could be the same or different</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>					15. If you did change sites, would you switch to the same type of site, or try a site with a different theme, or it doesn't matter :	1	2	3	4	Switch to another site, but the same theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Switch to another site, but the different theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Switch to another site, and the theme could be the same or different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If you did change sites, would you switch to the same type of site, or try a site with a different theme, or it doesn't matter :	1	2	3	4																				
Switch to another site, but the same theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Switch to another site, but the different theme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				
Switch to another site, and the theme could be the same or different	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																				

Instruction:

Please choose the best answer by circling (0) at the number on the available box.

16. Web belief statements while using Andalas University Websites:

	Almost zero %	About 10%	About 25%	About 50%	About 75%	About 90%	Almost 100%
<i>What percentage of UNAND Websites would you consider:</i>							
Deceptive & Misleading	1	2	3	4	5	6	7
Offensive & in bad taste	1	2	3	4	5	6	7
Honest & dependable	1	2	3	4	5	6	7
Entertaining & enjoyable	1	2	3	4	5	6	7
Boring & uninteresting	1	2	3	4	5	6	7
Irritating & annoying	1	2	3	4	5	6	7
Informative & helpful	1	2	3	4	5	6	7
Hard to understand & confusing	1	2	3	4	5	6	7
For some part, contain too little information	1	2	3	4	5	6	7
Insult an average user's intelligence	1	2	3	4	5	6	7
Make too much fuss & difficulties about academic process	1	2	3	4	5	6	7

PART C: EXPECTED SERVICE QUALITY

Instruction

*This part is asking your respond toward **EXPECTED** service quality which provides by Andalas University Websites. Feel free to reveal how important these following questions in scale of :*

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SS)

Please choose the best answer by marking (✓) on the available box:

No	TANGIBLES	1	2	3	4	5
1	UNAND website services <i>should</i> have update software and hardware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The physical facilities (such as infrastructure, network systems, equipments, tech.) at UNAND website services <i>should</i> be visually appealing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Screen displays in UNAND website services <i>should</i> be neat-appearing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The appearance of the materials in UNAND website <i>should</i> be in keeping with the kind of services provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RELIABILITY	1	2	3	4	5
5	When UNAND website promises to do something by a certain time, they <i>should</i> do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	When a user has a problem, UNAND website services <i>should</i> give on-line help useful and show a sincere interest in solving it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	UNAND website services <i>should</i> perform the service right the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	UNAND website services <i>should</i> provide their services at the time they promise to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	UNAND website e services <i>should</i> d maintain fully functional equipment and software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RESPONSIVENESS	1	2	3	4	5
10	UNAND website services <i>should</i> tell users exactly when services will be performed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	UNAND website services <i>should</i> give prompt service to users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	UNAND website services <i>should</i> always be willing to help user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	UNAND website services <i>should</i> never too busy to respond to users' request.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ASSURANCE	1	2	3	4	5
14	The behavior of UNAND website services <i>should</i> instill confidence in users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	User of UNAND website services <i>should</i> feel safe in their transactions/online process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	UNAND website <i>should</i> be consistently courteous with users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	UNAND website services <i>should</i> have the knowledge to answer users' questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	UNAND website <i>should</i> allow a user to personalize it. for example, save login preferences or adjust what appears on the browser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	EMPATHY	1	2	3	4	5
19	UNAND website services <i>should</i> give user individual attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	UNAND website services <i>should</i> have operating hours convenient to all their users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	UNAND website services <i>should</i> have employees or admin who give user personal attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	UNAND website services <i>should</i> have the users' best interest at heart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	UNAND website services <i>should</i> understand the specific need of the user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART D:PERCEIVED SERVICE QUALITY

Instruction

This part is asking your respond toward **PERCEIVED** service quality which provides by Andalas University Websites. Feel free to reveal how important these following questions in scale of :

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (S)	Strongly Agree (SA)

Please choose the best answer by marking (√) on the available box:

No	TANGIBLES	1	2	3	4	5
24	The UNAND website service <i>has</i> update software and hardware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	The UNAND website service's physical facilities (such as infrastructure, network systems, equipments, etc.) <i>are</i> visually appealing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	The UNAND website service's screen displays <i>are</i> neat appearing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	The appearance of the materials in the website <i>is</i> in keeping with the kind of services provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RELIABILITY	1	2	3	4	5
28	When the UNAND website service promises to do something by a certain time, it <i>does so</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	When you have problems, the UNAND website service <i>shows</i> a sincere interest in solving it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30	The UNAND website service <i>performs</i> the service right the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	The UNAND website service <i>provides</i> its services at the time it promises to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	The UNAND website service <i>maintains</i> fully functional equipment and software.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONSIVENESS		1	2	3	4	5
33	The UNAND website service <i>tells</i> you exactly when services will be performed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	The UNAND website service <i>gives</i> you prompt service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	The UNAND website service <i>is</i> always willing to help you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	The UNAND website service <i>is</i> never too busy to respond to your requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSURANCE		1	2	3	4	5
37	The behavior of the UNAND website service <i>instills</i> confidence in you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	You <i>feel safe and comfort</i> in your activity over the UNAND website service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	The UNAND website service <i>is</i> consistently courteous with you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	The UNAND website service <i>gives</i> you individual attention to deal problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	The UNAND website service <i>allows</i> you to personalize the website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMPATHY		1	2	3	4	5
42	The UNAND website service <i>gives</i> you individual attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	The UNAND website service <i>has</i> operating hours convenient to all its customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	The UNAND website services <i>have</i> employees or admin who give user personal attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	The UNAND website service <i>has</i> your best interests at heart.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	The UNAND website service <i>understands</i> your specific needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments, critiques, & suggestions, for increasing the quality of Andalas University Websites:

.....

.....

| Thank You for the time and your good cooperative in filling this questionnaire |

APPENDIX VI Questionnaires in Indonesian**FAT****BAGIAN A: PROFIL RESPONDEN****Petunjuk Pengisian:**

Pilihlah jawaban yang paling tepat dan sesuai menurut Saudara/i, dengan memberi tanda (✓) pada kotak yang tersedia dan mengisi titik-titik untuk pertanyaan di bawah ini:

1. Jenis Kelamin

☐ Laki-laki☐ Perempuan

2. Umur

☐ Kurang dari 20 tahun☐ 30-35 tahun☐ 20- 25 tahun☐ Lebih dari 35 tahun☐ 25-29 tahun

3. Kebangsaan

☐ Indonesia ☐ Non Indonesia ☐ Lainnya (Mohon Sebutkan).....

4. Berasal dari Kota:

☐ Padang☐ Bukittinggi☐ Payakumbuh Kota☐ 50 Kota☐ Solok☐ Pariaman☐ Lainnya (Sebutkan)

5. Pekerjaan Orang Tua:

☐ PNS☐ Pegawai Swasta☐ Pegawai BUMN☐ Wiraswasta/Pengusaha☐ Petani☐ ABRI/Polisi☐ Lainnya (Sebutkan)

6. Penghasilan/ Uang saku per bulan:

☐ < Rp. 500.000☐ Rp. 500.000 – 1.000.000☐ Rp. 1.000.000 - 2.500.000☐ Rp. 2.500.000 - 4.000.000☐ > Rp. 4.000.000**BAGIAN B: PERILAKU PENGGUNAAN WEB**

7. Sudah berapa lama menggunakan internet:

☐ Kurang dari 6 bulan☐ 6-12 Bulan☐ 1-2 Tahun☐ 2-3 Tahun☐ 3-4 Tahun☐ 4-5 tahun☐ Lebih dari 5 Tahun

8. Rata-rata lama menggunakan internet per hari:

☐ Kurang dari 1 Jam☐ 1-3 Jam☐ 3-5 Jam☐ 5-7 Jam☐ 7-10 Jam☐ lebih dari 10 Jam

9. Tujuan penggunaan Internet dan sebutkan nama website-nya:

- ☐ Mendownload music, video
- ☐ Chatting/
- ☐ Mencari bahan kuliah
- ☐ Membaca berita
- ☐ E-mail
- ☐ Lainnya (sebutkan).....

10. Tempat yang sering untuk mengakses internet (**boleh lebih satu**):

- ☐ Kampus ☐ Warung Internet (Warnet) ☐ HP / telp. Seluler ☐ Wireless / Hotspot
- ☐ Telkom Flash / sejenis ☐ Lainnya (sebutkan).....

11. Sebutkan **5 situs** yang paling sering di buka selama menggunakan internet:

- ☐
- ☐
- ☐
- ☐
- ☐

12. Seberapa sering menggunakan internet (on-line):

- ☐ Setiap hari selama seminggu ☐ Akhir Minggu (Sabtu & Minggu)
- ☐ Seringkali dari Senin sampai Jum'at

13. Berapa rata-rata banyak situs yang Anda kunjungi per jam-nya:

- ☐ Tidak berubah: hanya tetap dengan situs yang semula ☐ Mungkin satu kali per jam
- ☐ 2-3 kali per jam ☐ Lebih dari 3 kali per jam

Untuk pertanyaan 14 dan 15, pilihlah jawaban yang paling sesuai menurut Saudara/I, dengan memberi tanda (✓) pada kotak yang tersedia.

1	2	3	4
Tidak pernah sama sekali	Kadang-kadang	Seringkali	Secara teratur (Regular)

14. Ketika on-line, apakah Anda:

	1	2	3	4
Hanya mengunjungi Website yang telah dikenal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sering menjelajahi ke Web lain yang lebih menarik	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Jika Anda mengubah (berganti) situs, apakah Anda:

	1	2	3	4
Pindah ke situs lain, tapi tema yang sama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pindah ke situs lain, tapi tema yang berbeda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pindah ke situs lain, dengan tema yang sama atau pun berbeda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Petunjuk Pengisian:

Pilihlah jawaban yang paling sesuai menurut Saudara/I, dengan melingkari (0) pada kotak angka yang tersedia.

16. Kepercayaan dalam menggunakan Website UNAND:

	Hampir No1 %	Sekitar 10%	Sekitar 25%	Sekitar 50%	Sekitar 75%	Sekitar 90%	Hampir 100%
<i>Berapa persentasi yang anda berikan terhadap Website UNAND dalam hal:</i>							
Tipu daya & tidak sesuai jalur	1	2	3	4	5	6	7
Mengekang & standard rendah	1	2	3	4	5	6	7
Jujur & dapat diandalkan	1	2	3	4	5	6	7
Menghibur & menyenangkan	1	2	3	4	5	6	7
Membosankan & tidak menarik	1	2	3	4	5	6	7
Menjengkelkan & mengganggu	1	2	3	4	5	6	7
Informative & bermanfaat	1	2	3	4	5	6	7
Sulit dimengerti & membingungkan	1	2	3	4	5	6	7
Bagi beberapa konten tertentu, berisikan terlalu sedikit informasi.	1	2	3	4	5	6	7
Meremehkan intelegensi rata-rata pengguna	1	2	3	4	5	6	7
Menimbulkan terlalu banyak kerepotan dalam bidang akademik	1	2	3	4	5	6	7

BAGIAN C: KUALITAS PELAYANAN YANG DIHARAPKAN (EXPECTED)

Petunjuk Pengisian

Bagian berikut ini menanyakan anggapan anda tentang kualitas pelayanan dari Website UNAND yang di **HARAPKAN**. Ungkapkanlah seberapa penting pernyataan di bawah ini dalam bentuk :

1	2	3	4	5
Sangat Tidak Setuju (STS)	Tidak Setuju (TS)	Netral (N)	Setuju (S)	Sangat Setuju (SS)

Pilihlah jawaban yang paling sesuai menurut Saudara/I, dengan memberi tanda (√) pada kotak yang tersedia.

No	Fasilitas Fisik, Peralatan dan Penampilan (TANGIBLES)	1	2	3	4	5
1	Website UNAND <i>seharusnya</i> up-date dalam software & hardware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Website UNAND <i>seharusnya</i> memiliki Fasilitas fisik (infrastruktur, system jaringan, peralatan, dll) yang berpenampilan menarik secara visual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Website UNAND <i>seharusnya</i> berisikan tampilan layar yang professional & terlihat rapi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Tampilan Website UNAND <i>seharusnya</i> sejalan dengan jenis pelayanan yang disediakan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Realibilitas Layanan (RELIABILITY)	1	2	3	4	5
5	Ketika Website UNAND berjanji untuk menindak lanjuti sesuatu dalam waktu tertentu, maka Website UNAND <i>seharusnya</i> melaksanakannya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Ketika mahasiswa/I mendapati masalah, Website UNAND <i>seharusnya</i> memberikan pertolongan/bantuan on-line yang simpatik & menenangkan hati dalam memecahkan masalah tersebut.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Website UNAND <i>seharusnya</i> menjalankan pelayanannya sebagai hal yang paling utama.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Website UNAND <i>seharusnya</i> memberikan pelayanan sesuai dengan waktu yang dijanjikan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Website UNAND <i>seharusnya</i> memelihara hardware & software secara maksimal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Kemampuan Reaksi (RESPONSIVENESS)	1	2	3	4	5
10	Website UNAND <i>seharusnya</i> menginformasikan pengguna (user/mahasiswa kapan tepatnya pelayanan akan diberikan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Website UNAND <i>seharusnya</i> memberikan pelayanan yang cepat dan tepat pada waktunya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Website UNAND <i>seharusnya</i> selalu bersedia membantu pengguna (user/mhs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Website UNAND <i>seharusnya</i> selalu ada waktu untuk mengirim balasan atas pertanyaan pengguna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Kepastian dan Jaminan (ASSURANCE)	1	2	3	4	5
14	Website UNAND <i>seharusnya</i> akan selalu menimbulkan rasa percaya terhadap Website dalam diri pengguna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Website UNAND <i>seharusnya</i> membuat pengguna merasa nyaman & puas ketika on-line di Website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Website UNAND <i>seharusnya</i> berisikan feedback (timbang balik) & isi yang sopan secara konsisten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Website UNAND <i>seharusnya</i> memiliki pengetahuan untuk melakukan pekerjaan mereka dengan baik, seperti menjawab pertanyaan user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18	Website UNAND <i>seharusnya</i> mengizinkan user untuk mempersonalisasi akun mereka di website. Contoh, preferensi save login atau mengatur apa yang timbul pada browser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empati (EMPATHY)		1	2	3	4	5
19	Website UNAND <i>seharusnya</i> menyediakan perhatian khusus individu (personal attention).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Website UNAND <i>seharusnya</i> mempunyai jam beroperasi yang nyaman setiap waktu bagi penggunaanya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Website UNAND <i>seharusnya</i> memiliki pegawai atau admin yang memberikan perhatian individu (personal attention).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Website UNAND <i>seharusnya</i> mempunyai hal-hal yang menarik bagi pengguna.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Website UNAND <i>seharusnya</i> mengerti akan kebutuhan spesifik dari penggunaanya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BAGIAN D: KUALITAS PELAYANAN YANG DIRASAKAN(PERCEIVED)

Petunjuk Pengisian

Bagian berikut ini menanyakan anda tentang kualitas pelayanan dari Website UNAND yang telah **DIRASAKAN**. Ungkapkanlah seberapa penting pernyataan di bawah ini dalam bentuk :

1	2	3	4	5
Sangat Tidak Setuju (STS)	Tidak Setuju (TS)	Netral (N)	Setuju (S)	Sangat Setuju (SS)

Pilihlah jawaban yang paling sesuai menurut Saudara/I, dengan memberi tanda (√) pada kotak yang tersedia.

No	Fasilitas Fisik, Peralatan dan Penampilan (TANGIBLES)	1	2	3	4	5
24	Website UNAND <i>telah</i> up-date software & hardware.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Website UNAND <i>telah</i> berpenampilan menarik secara visual dalam fasilitas fisik Website seperti (infrastruktur, system jaringan, peralatan, dll).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Website UNAND <i>telah</i> berisikan tampilan layar yang professional & terlihat rapi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Tampilan Website UNAND <i>sudah</i> mendukung dengan jenis pelayanan yang disediakan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realibilitas Layanan (RELIABILITY)		1	2	3	4	5
28	Ketika Website UNAND berjanji untuk menindak lanjuti sesuatu dalam waktu tertentu, Website UNAND <i>telah</i> melakukannya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Website UNAND <i>telah</i> menunjukkan pertolongan/bantuan on-line yang bermanfaat & menenangkan hati, ketika Anda mendapati masalah.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30	Website UNAND <i>telah</i> memberikan pelayanan sebagai hal yang paling utama.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Website UNAND <i>telah</i> memberikan pelayanan sesuai dengan waktu yang dijanjikan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Website UNAND <i>telah</i> memelihara hardware dan software secara optimal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kemampuan Reaksi (RESPONSIVENESS)		1	2	3	4	5
33	Website UNAND <i>telah</i> menginformasikan kepada Anda kapan tepatnya pelayanan akan diberikan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Website UNAND <i>telah</i> memberikan Anda pelayanan yang cepat dan tepat pada waktunya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Website UNAND <i>telah</i> selalu bersedia untuk menolong Anda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Website UNAND <i>selalu</i> ada waktu, untuk mengirim balasan atas pertanyaan Anda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kepastian dan Jaminan (ASSURANCE)		1	2	3	4	5
37	Perilaku (perkembangan) Website UNAND <i>telah</i> bisa membangun kepercayaan anda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Anda <i>telah</i> merasa nyaman & puas ketika on-line di Website UNAND.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Website UNAD <i>telah</i> berisikan feedback (timbang balik) & isi yang sopan secara konsisten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Website UNAND <i>telah</i> memiliki pengetahuan yang memadai untuk melayani pertanyaan-pertanyaan Anda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Website UNAND <i>telah</i> mengizinkan Anda untuk mempersonalisasi akun anda di website. Contoh, preferensi save login atau mengatur apa yang timbul pada browser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empati (EMPATHY)		1	2	3	4	5
42	Website UNAND <i>telah</i> memberikan Anda perhatian khusus individu (personal attention).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Website UNAND <i>telah</i> mempunyai waktu beroperasi yang nyaman bagi Anda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Website UNAND <i>telah</i> memiliki pegawai atau admin yang siap memberikan bantuan perhatian khusus individu (personal attention).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	<i>Telah</i> ada bagian-bagian (hal) tertentu pada Website UNAND yang menarik hati Anda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Website UNAND <i>telah</i> mengerti kebutuhan spesifik Anda.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Komentar, kritik, & saran, untuk peningkatan kualitas Website Universitas Andalas:

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| Terimakasih atas waktu dan kerjasama yang baik dalam mengisi kuesioner ini |

CURRICULUM VITAE



Identity

Description

Name	:	Eka Parisiah, SE.
Place, Date of Birth	:	Jambi City, June 26 th 1989
Gender	:	Female
Nationality	:	Indonesian
Religion	:	Islam
Registered	:	PMDK
Marital Status	:	Single
Child of	:	Marlan (Father) and Martini (Mother)
Siblings Information	:	Elder Child of the three (1 male and 1 female)
Height/Weight	:	159 cm /47 kg
Present Address	:	Jln.DR.M.Hatta Pondokan Jalipudin RT.04 RW.02 Kel. Kapalo Koto Kec. Pauh Kota Padang. 25163.
Cell Phone Number	:	+6285274055942
E-mail	:	beauty.parisiaeka@gmail.com

Formal Education

Bachelor Degree (2007- 2011)	International Program of Management Department Faculty of Economics, Andalas University, Padang.
Senior High School (2004 – 2007)	SMA Negeri 9 Kota Jambi
Junior High School (2001 – 2004)	SMP Negeri 15 Kota Jambi
Elementary School (1995 – 2001)	SD Negei 161 Kota Jambi

Informal Education

International TOEFL Institution (ITI) (December 2010 – March 2011)	Prediction to the TOEFL TEST SCORE: 540
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Training and Seminar Attendend

PT. FREEPORT International Entrepreneurship Seminar at Padang, 2010	Participant
Rangkaian Seminar on XVII KONGRES ISEI(Ikatan Sarjana Ekonomi Indonesia) at Bukittinggi (30 th July- 1 st August 2009)	Committee
Seminar Nasional Implementasi Kebijakan Ekonomi Makro at Padang, (24 th October 2008)	Participant
Latihan Keterampilan Manajemen Mahasiswa, Padang, (14 th -16 th December 2007)	Participant
Seminar dan Pelatihan Interaktif Pasar Modal at Padang, (6 th -8 th December 2007)	Participant
Motivation and Leadership Seminar at Padang (10 th November 2007)	Participant
Seminar Pasal Modal & Games Simulasi Saham at Padang (21 th -28 th September 2008)	Participant

Work Experiences

Padang City Assessment by IASC (Inter-Agency Shelter Cluster) at Padang Region (22 nd February to 8 th March 2010)	Surveyor
ESQ Training and Leadership as ATS (Alumni Training Service (2007,2008,2009)	ATS

Knowledge & Computer Skills

Specialization	Strategic Management
Office Application	Microsoft Office, Excel, PowerPoint, and Access
Graphic Design	Adobe Photoshop

Organizational Experiences

Secretary and Library Division at Pojok Bursa Efek Indonesia Andalas University (2010-2011)	President Director
Financial and Business Division at Pojok Bursa Efek Indonesia Andalas University (2009-2010)	Vice President
Kesektarian & Perpustakaan Division at Pojok Bursa Efek Indonesia Andalas University (2008-2009)	Secretary
Koperasi Mahasiswa Andalas University Economic Faculty (2008-2009)	Active Member
Kepengurusan Ikatan Mahasiswa Keluarga Jambi (2007-2010)	Committee

Language Skills

Indonesian	National Language
English	Excellent in written and spoken

Personal Interest

Computer, Scientific Research, Educations (Writing and Speaking English), Learning Languages, Traditional Dancing, Communication Skill, Photography, Internet, Graphic Design, Sport, Movies, Music, and Travelling.

Committee Experiences

Tatap Muka BEASISWA KARYA SALEMBA EMPAT at UNAND (27 th – 31 th March 2010)	Committee
Kongres ISEI (Ikatan Sarjana Ekonomi Indonesia) XVII, Bukittinggi, West Sumatera, (30 th July -1 st August 2009)	Administration Staff and Secretary
Sidang Umum Majelis Permusyawaratan Mahasiswa UNAND (20 th -22 th May 2009)	Event Committee
Seminar Dasar Pasar Modal & Games Simulasi Saham Pojok BEI UNAND (27 th – 30 th October 2008)	Committee
Silaturahmi Saudagar Minang ke-II, Padang (10 th -12 th October 2008)	Committee team Task Force UNAND
Pemilihan Umum Pemilihan Raya Fak. Ekonomi (3 rd June 2008)	Event Committee
Promote to School International Program Economic Faculty Andalas university Padang Panjang and Padang (February, 17 th , and 24 th 2008)	Treasurer committee

Achievement Experiences

I-MHERE (Indonesia Managing Higher Education of Relevancies and Efficiencies) Student Grant Winner (August 2010)	Andalas University's English Debate Championship (May 2010)
PESERTA PROGRAM BEASISWA PRESTASI (UNGGUL) Tahun Akademik 2010-2011 (Karya Salemba Empat Scholarship) (2010-2011)	Semifinalis of Andalas University, Economic Faculty English Debate Championship, (9 th November 2009)
Karya Salemba Empat Scholarship (2009-2011)	Andalas University's English Debate Championship 2009, (23 rd – 25 th March 2009)
Prestasi Pengembangan Akademik (PPA) Andalas University's Scholarship (2008-2009)	