

The Effect of Complaint Handling and Service Quality on Trust and Satisfaction of Dhyana Pura University Students

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Abstract:

Purpose:

The success of the teaching and learning process in today's world of education can be seen through the learning outcomes achieved by each student. Students have a vital role and are considered vital in higher education institutions. For this reason, fostering trust and maintaining student satisfaction are essential aspects of a university's development. This study aims to determine the effect of complaint handling and service quality on the trust and satisfaction of Dhyana Pura University students.

Methodology:

The sample was taken using the Slovin formula technique of 94 students, and the data analysis technique used was quantitative analysis, using the alternative Structural Equation Modeling (SEM) method of Partial Least Square (PLS).

Findings:

The results of the analysis show that the complaint handling variable has a positive and significant effect on student trust and satisfaction, service quality has a positive and significant effect on student trust and satisfaction, and trust mediates the relationship between complaint handling and service quality with student satisfaction at Dhyana Pura University.

Implication:

The university can use these results to maintain student trust and satisfaction by understanding how each variable affects one another. Undhira must pay close attention to handling appropriate complaints and providing quality services for each student.

INTRODUCTION

Competition in education can sometimes be seen in how schools or universities compete with results that can be seen in real terms. To prove its existence in the community, every college certainly has a long-term plan that is expected to impact the environment and science development positively. Students are considered to have an essential role in developing educational institutions in higher education. The success rate of a college can also be measured through indicators of student satisfaction with the educational process taken by students (Briyantoro et al., 2023). The higher the customer trust in a store, the higher the customer satisfaction (Aisha & Kurniawati, 2023). The same also applies to an educational institution.

For this reason, it is essential to foster trust and maintain student satisfaction amid this intense competition by not underestimating their respective obligations and addressing challenges or complaints that may occur in the future or at unexpected times. Fairly handling complaints without discriminating can generate trust and commitment (Khoiri et al., 2021). Good or inadequate service can shape positive or even negative perceptions of students. Undeniably, many university students often complain about the services provided because what they get is different from expectations or expectations. Phenomena related to complaint handling/handling of complaints that can impact student judgment or student satisfaction will significantly affect the reputation of educational

institutions. Students who feel satisfied will be loyal to become active students and jointly build educational institutions, while dissatisfied students will tend to complain or remain silent and become passive.

The number of private universities in Bali makes parents more selective in choosing a place for the sons and daughters of parents to carry out further education after completing high school education. So many considerations that need to be considered apart from the cost of education, services, facilities obtained or the building used can be a reason for parents to choose the best place for their children's education in the future. This research was conducted at Dhyana Pura University (Undhira), one of the private universities in Bali. Building student trust, especially among Dhyana Pura University students, requires time and a process that takes time and effort. The process includes many things that must be carefully thought out and considered so that student trust is not only temporary but sustainable, as is the case with student satisfaction. In the process that determines whether students are satisfied or not, there are several things that institutions should consider in building trust that will lead to student satisfaction. Undhira student satisfaction can undoubtedly be achieved if the service to students is following expectations or expectations. The role of institutions in increasing student trust and satisfaction is one of the essential points for the institution's progress. A similar statement was expressed by Arigata et al. (2022) that trust is one of the essential aspects in keeping students satisfied when pursuing education, as well as the quality of higher education can also be determined by the quality of services provided to students, where students are considered the primary users and customers (Achmad, 2021). Although the challenges of educational institutions are increasing along with the times, one of which is characterized by the widening competition around, excellent service must still be improved to achieve the vision and mission of the university in the future. It is not uncommon for the failure of institutions to handle complaints to be used as an excuse for students not to take part in building the quality of educational institutions where students live.

Sitohang and Putri (2019) found that complaint handling does not significantly affect trust. While some previous studies have revealed the opposite, complaint handling and trust have a positive and significant influence (Oscar & Fadila, 2022; Akbarina et al., 2019; Rustam, 2024 & Dwiya, 2018). In handling complaints, the complaint mechanism is essential before the complaint can be handled. It is closely related to the quality of service the institution provides, which always tries to minimize complaints. Students often express their complaints through study programs, which are a forum for students to complain or provide input and suggestions for developing universities related to academic activities, infrastructure and others. Academic services are among the most essential educational activities students receive. Briyantoro et al. (2023) revealed how essential academic services are to students; some still complain about the services provided because the negative assessment arises due to academic services being considered poor and weak responsiveness to student complaints. Through the 'Sinar Aspirasi Mahasiswa' program managed by the Undhira Student Executive Board (BEM), students can submit suggestions, ideas, ideas or criticisms by filling out Google forms. The aspirations submitted by the students were then discussed with the University Rectorate. Criticism and suggestions received are addressed to the Campus, Student Organization (Ormawa), Lecturers and even fellow students. Some of the criticisms and suggestions addressed to the campus include those related to campus facilities such as classrooms, air conditioning, building cleanliness, toilets, practical equipment and others. Students hope for cooperation in receiving criticism and suggestions and how to respond actively from future institutions in handling complaints from students or other academicians.

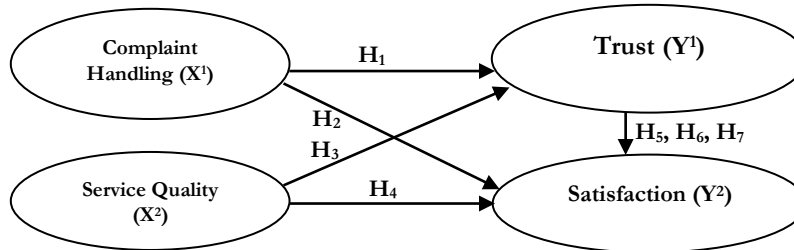


Figure 1. Research Concept

Based on this background, this study was conducted to determine the effect of complaint handling and service quality on the trust and satisfaction of Dhyana Pura University students.

METHODS

This research uses a quantitative research design, where researchers want extensive information from a population and obtain accurate data based on empirical and measurable phenomena. The quantitative method in this research is referred to as the positivistic method because it is based on the philosophy of positivism, where the existing reality is seen as something observable, concrete, and measurable, and the relationship between symptoms is causal. The advantage of quantitative methods is to see the credibility and validity of something in the research to be measured. Quantitative research prioritizes the breadth of information rather than depth in order to use it for a large population with limited variables. The quantitative analysis of this study uses the alternative Structural Equation Modeling (SEM) method of Partial Least Square (PLS). This common statistical modeling technique is widely used in behavioral science. The population used in this study were all active students of Dhyana Pura University class of 2020 to 2022, as many as 1487 people. The sampling method of this study is probability sampling, namely simple random sampling, which means simple or straightforward sampling from the population is done randomly without paying attention to the strata in the research population (Sugiyono, 2017). The sample size was calculated using the following Slovin formula so that the sample taken was 94 people.

$$n = \frac{N}{1 + N(e^2)}$$

Description:

n = minimum sample

N = population sample

e = tolerance limit percentage (10%)

To determine the accuracy of the measuring device, it is essential to conduct validity and reliability tests. Narbuko et al. (2005) state that validity (validity) is when the instrument used with the measurement objective is suitable or appropriate. Construct validity is carried out by confirmatory factor analysis, where each indicator is a construct measuring indicator that will have a high factor loading value seen from the Kaiser Meyer-Olkin Measure of Sampling Adequacy (KMO MSA) value which must be > 0.50 (Ghozali in Adinegara, 2022). Meanwhile, the reliability test in this study uses Cronbach's Alpha, which is used to measure the correlation or relationship between the answers of one respondent and the answers of other respondents in each question. Cronbach's Alpha value > 0.70 (Ghozali in Adinegara, 2022).

Researchers distributed questionnaires via Google Forms, interviews, observation, and documentation using the data collection method. Collecting data by distributing a list of questions/ questionnaires previously

provided by researchers related to the variables studied, including student satisfaction, complaint handling, service quality and student trust. Data collection through this questionnaire is taken from the results of student opinions by providing questionnaires via Google form, which will be completed by students as respondents, consisting of five answer choices with the Likert Scale Technique. Sugiyono (2017) states that the Likert Scale can measure a person's attitudes, opinions and perceptions. Perceptions of respondents' answers are arranged with the following points; Strongly Agree (SS) is worth 5, Agree (S) is worth 4, Neutral (N) is worth 3, Disagree (TS) is worth 2, and Strongly Disagree (STS) is worth 1. The questionnaires were distributed through student groups or private messages to students.

RESULTS AND DISCUSSION

Respondents in this study are students of Dhyana Pura University class 2020-2022, with a total of 94 questionnaire fillers. Each participant is willing to complete an online questionnaire and provide information about the conditions at Dhyana Pura University as part of the research. Five questions related to the characteristics of respondents, namely, age, gender, generation, faculty and study program, are asked. These questions can explain the identity of respondents who became samples in this study.

Table 1. Respondent Characteristics

No.	Criteria	Classification	Total (Person)	Percentage (%)
1.	Age	17-20 Years	31	33
		21-24 Years	54	57,4
		> 24 Years	9	9,6
		Total	94	100%
2.	Gender	Male	28	29,8
		Female	66	70,2
		Total	94	100%
3.	Force	2020	20	21,3
		2021	39	41,5
		2022	35	37,2
		Total	94	100%
4.	Faculty	FBPPH	48	51,1
		FKS	34	36,2
		FII	12	12,8
		Total	94	100%
5.	Study Program	Accounting (S1)	10	10,6
		Management (S1)	20	21,3
		Master of Management (S2)	4	4,3
		Marketing Management (D3)	2	2,1
		Hospitality Management (D4)	1	1,1
		English Literature (S1)	3	3,2
		Family Welfare Education (S1)	3	3,2

Early Childhood Education (S1)	5	5,3
Biology (S1)	4	4,3
Physiotherapy (S1)	18	19,1
Nutrition Sciences (S1)	2	2,1
Public Health Sciences (S1)	5	5,3
Health Recorder & Information (S1)	1	1,1
Psychology (S1)	3	3,2
Information Systems (S1)	6	6,4
Informatics Engineering (S1)	7	7,4
Total	94	100%

Source: Data Processing Results, 2024

Evaluation of the Measurement Model (Outer Model). Evaluation of the Measurement Model (Outer Model) in SEM-PLS analysis is a measurement evaluation carried out to test instruments that assess the validity and reliability of the model. Convergent Validity measures indicator validity criteria, while Discriminant Validity and Construct Reliability measure reliability.

Convergent Validity. Convergent validity is calculated by examining the correlation between the indicator and variable scores. An indicator's value can be considered valid if its correlation value exceeds 0.50.

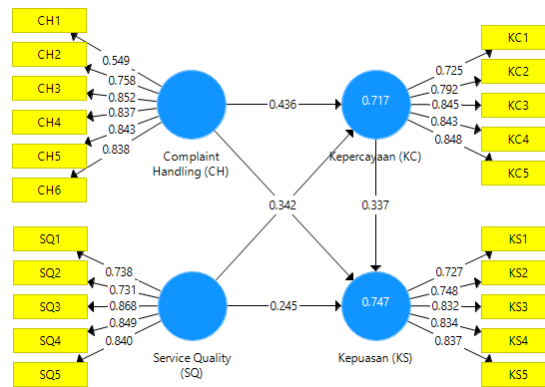
Table 2. Convergent Validity Test Results

Variables	Indicator	Outer Loading
Satisfaction (KS)	KS1	0,727
	KS2	0,748
	KS3	0,832
	KS4	0,834
	KS5	0,837
Trust (KC)	KC1	0,725
	KC2	0,792
	KC3	0,845
	KC4	0,843
	KC5	0,848
Complaint Handling (CH)	CH1	0,549
	CH2	0,758
	CH3	0,852
	CH4	0,837
	CH5	0,843
	CH6	0,838

Service Quality (SQ)	SQ1	0,738
	SQ2	0,731
	SQ3	0,868
	SQ4	0,849
	SQ5	0,840

Source: Data processed, 2024

The results of the convergent validity test show that all outer loading values for each variable are more significant than 0.50, so it is concluded that all indicators in the study have met the requirements of convergent validity and can be declared valid.



Source: Primary data processed, 2024

Figure 2. Measurement Model Path Diagram

Discriminant Validity. Calculation of Discriminant Validity, where indicators are assessed based on the measurement cross-loading value with the construct. If it is found that the value of the cross-loading of each indicator on one variable is greater than the cross-loading of other variables, then the indicator can be said to be valid. A discriminant validity value greater than 0.50 indicates that the latent variable has become a good comparison for the model.

Table 3. Discriminant Validity Test Results

	Complaint Handling (CH)	Trust (KC)	Satisfaction (KS)	Service Quality (SQ)
CH1	0,549	0,376	0,415	0,440
CH2	0,758	0,567	0,602	0,610
CH3	0,852	0,662	0,669	0,665
CH4	0,837	0,709	0,707	0,701
CH5	0,843	0,693	0,694	0,681
CH6	0,838	0,730	0,708	0,741

KC1	0,544	0,725	0,588	0,547
KC2	0,589	0,792	0,627	0,622
KC3	0,683	0,845	0,687	0,701
KC4	0,693	0,843	0,676	0,677
KC5	0,747	0,848	0,706	0,723
KS1	0,538	0,549	0,727	0,569
KS2	0,589	0,565	0,748	0,600
KS3	0,688	0,669	0,832	0,638
KS4	0,699	0,707	0,834	0,682
KS5	0,715	0,720	0,837	0,685
SQ1	0,570	0,584	0,592	0,738
SQ2	0,549	0,487	0,527	0,731
SQ3	0,706	0,706	0,678	0,868
SQ4	0,725	0,744	0,716	0,849
SQ5	0,742	0,706	0,686	0,840

Source: Data processed, 2024

In the table above, the discriminant validity results with the cross-loading value obtained on each indicator of one variable are more significant than the cross-loading value of other variables, greater than 0.50. This result means that this study's discriminant validity data using cross-loading are declared valid.

Construct Reliability. Construct reliability or construct reliability tests can be measured using two criteria: composite reliability and Cronbach alpha from indicators that measure constructs. A construct is declared reliable if the composite reliability and Cronbach alpha values exceed 0.70.

Table 4. Construct Reliability Test Results

Variables	Composite Reliability	Cronbach's Alpha
Satisfaction (KS)	0,897	0,856
Trust (KC)	0,906	0,870
Complaint Handling (CH)	0,906	0,873
Service Quality (SQ)	0,903	0,866

Source: Data processed, 2024

The table above shows that the construct reliability test on the variables of satisfaction (KS), trust (KC), complaint handling (CH), and service quality (SQ) has a composite reliability value and Cronbach alpha greater than 0.70. The test results mean that all constructs in this study are declared reliable.

Structural Model Evaluation (Inner Model). Structural model measurement is carried out using two approaches, namely, Predictive Relevance Q Square (Q^2) and Goodness of Fit (GoF). The calculation of Q^2 and GoF uses the R-square coefficient (R^2). The R square value is used to determine how much percentage of the influence of exogenous variables on endogenous variables. In the R-Square calculation, the Satisfaction Variable

(KS) obtained a value of 0.747, and the Trust Variable (KC) obtained a value of 0.717, so the average value of the R-Square Coefficient was 0.732. The R Square results are then calculated through the Q-Square formula to predict the percentage contribution of the influence of each variable simultaneously on the dependent variable.

Predictive Relevance Q-Square (Q²). Inner model testing is done by looking at the Q-Square value. Q² has values ranging from 0 (zero) to 1 (one). The closer to the one (1) value, the model can reflect better predictions. The calculation of the Q-square value is as follows:

$$Q^2 = 1 - [(1 - R_1^2) (1 - R_2^2)]$$

$$Q^2 = 1 - [(1 - 0,747) (1 - 0,717)]$$

$$Q^2 = 1 - [(0,110) (0,274)]$$

$$Q^2 = 1 - 0,072$$

$$Q^2 = 0,928$$

The results of the Q-Square calculation (Q²) of 0.928 can be interpreted as 92.8% of the variation in the overall student satisfaction construct being influenced by complaint handling, service quality, and trust. In comparison, other constructs outside the model influence the remaining 7.2%.

Goodness of Fit (GoF) is used to evaluate how much the SEM model fits the observed empirical data. The GoF value ranges between 0 (zero) and 1 (one). The formula used to determine the Goodness of Fit (GoF) value is:

$$GoF = \sqrt{com \times R^2}$$

$$= \sqrt{0,642 \times 0,732}$$

$$= \sqrt{0,470}$$

$$= 0,685$$

The GoF value, which is closer to 0 (zero), indicates that the model used is getting worse, but on the other hand, if it gets away from 0 (zero) and also gets closer to 1 (one), then the model used is getting better. According to Lathan and Ghazali (2012: 88) regarding the GoF value, including GoF small = 0.1, GoF medium = 0.25 and GoF large = 0.36. The results of the GoF calculation above show a value of 0.685, which is close to one or more than 0.36 (GoF large). It includes a fit predictive model, which indicates that the overall accuracy of the model measurement is perfect. The feasibility level of the research model is 68%, which is a significant level of feasibility.

Hypothesis Test. The Hypothesis Test of Direct Effect involves Testing the parameters considered, which can provide helpful information regarding the relationship between the research variables. Testing the direct effect hypothesis uses the value in the path coefficients results as a basis.

Table 5. Hypothesis Test of Direct Effect

Construct Model	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Complaint Handling (CH) → Trust (KC)	0,436	0,442	0,058	7,477	0,000
Complaint Handling (CH) → Satisfaction (KS)	0,342	0,343	0,059	5,762	0,000
Service Quality (SQ) → Trust (KC)	0,451	0,447	0,060	7,558	0,000
Service Quality (SQ) → Satisfaction (KS)	0,245	0,245	0,067	3,671	0,000

Trust (KC) → Satisfaction (KS)	0,337	0,335	0,062	5,401	0,000
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Source: Data processed, 2024

Hypothesis testing with the Partial Least Square (PLS) method uses simulations of each hypothesized relationship with the bootstrap method. The bootstrapping method aims to see the significance value between variables. The hypothesis can be accepted if the bootstrapping test value is ± 1.96 . The hypothesis will be rejected if the t-statistic value < 1.96 or $= 1.96$.

Hypothesis Test of Indirect Influence. The indirect effect test and the total effect aim to determine the strength of the indirect influence between constructs through mediating variables.

Table 6. Hypothesis Test of Indirect Influence

Construct Model	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Complaint Handling (CH) → Trust (KC) → Satisfaction (KS)	0,147	0,148	0,032	4,573	0,000
Service Quality (SQ) → Trust (KC) → Satisfaction (KS)	0,152	0,151	0,037	4,066	0,000

Source: Data processed, 2024

The hypothesis of indirect influence through the mediating variable can be accepted if the bootstrapping test value is between ± 1.96 . If the t-statistic value < 1.96 or $= 1.96$, the hypothesis will be rejected, and if the t-statistic value > 1.96 , the hypothesis is accepted.

The Effect of Complaint Handling on Student Trust. The analysis results show that the effect of complaint handling on trust obtained a t-statistic value of 7.447, greater than 1.96, meaning that there is a significant effect. So, complaint handling positively and significantly affects student trust. It indicates that handling reasonable complaints to students will foster student trust or trust in educational institutions. This is in line with research from Oscar and Fadilah (2022), Akbarina et al. (2019), Rustam (2024) and Dwiya (2018), which explain that the variables of trust and complaint handling have a positive and significant effect simultaneously which explains that there is a positive and significant influence between complaint handling on trust. Taliupan (2022) also stated something similar: when the complaint handling process can be responded to quickly, customers can feel satisfied, and it will increase trust. Consumers who feel satisfied with the product purchase tend to make repeat purchases, which will undoubtedly help increase company profits. Complaints that are resolved properly will significantly affect the increase in trust. Based on this research, alertness in complaint handling is still essential for educational institutions.

The Effect of Complaint Handling on Student Satisfaction. The analysis results show that the effect of complaint handling on satisfaction obtained a t-statistic value of 5.762, greater than 1.96, meaning that there is a significant effect. So, complaint handling positively and significantly affects student satisfaction. Complaint handling by staff from educational institutions has a positive influence on increasing student satisfaction (Dewi et al., 2024). Similar to the research conducted by Putri et al. (2021), Ginting et al. (2023) revealed that the complaint-handling variable positively and significantly affects satisfaction. Similar research results were revealed by Sari et

al. (2023), where complaint handling and service quality positively and significantly affect customer satisfaction. Every best service aims to satisfy someone served; the same happens in educational institutions. Service quality must constantly be developed from time to time amid competition in the world of education today. Many new educational institutions have emerged with service quality that seems ready to compete and show their best ability to provide services.

The Effect of Service Quality on Student Trust. The analysis results show that the effect of service quality on trust obtained a t-statistic value of 7.558, which is more than 1.96, meaning that there is a positive and significant influence between service quality and student trust. The quality of each service can lead students to trust the educational institutions where students pursue education. Research from Triandewo and Justine (2020), Rofiqo et al. (2021), Fajariah (2019) and, Halik (2016), Hakim (2023) also explains the same thing that service quality affects trust so that optimal service will undoubtedly have a significant impact on fostering trust.

The Effect of Service Quality on Student Satisfaction. The analysis results show that the effect of service quality on satisfaction obtained a t-statistic value of 3.671, which is greater than 1.96, which means there is a positive and significant influence between service quality and student satisfaction. Student satisfaction while pursuing education at the University also depends on the quality of service provided. Research from Umasugi et al. (2023), Handayani and Pandanwangi (2021), Mokodompit and Luneto (2019), Saprudin and Al-banna (2022), Ningsi and Agustina (2018), and Japlani, et, al (2020) also state the same thing, namely service quality has a positive and significant effect on satisfaction, this means that the better and higher the quality of service provided, it can ensure customer satisfaction can be achieved. In their research results, Arigata et al. (2022) show that service quality, price perception and trust positively and significantly affect student-parent satisfaction. Educational institutions need to prepare services with the best possible quality to provide satisfaction in services to students.

The Effect of Trust on Student Satisfaction. The analysis results show that trust's effect on satisfaction has a t-statistic value of 5.401, greater than 1.96, meaning that there is a significant effect. When students have a sense of trust in the institution or staff, it will foster student satisfaction. Research conducted by Arigata et al. (2022), Japlani et al. (2020), Saidani et al. (2019), and Santi (2019) also found that trust has a positive and significant effect on satisfaction. When students put their trust in an educational institution, this will lead to satisfaction for students. The trust given to the institution builds a sense of security and confidence in students to take the education. In the process, this will help the institution to be trusted not only by students but also by the community at large.

The Role of Trust in Mediating the Effect of Complaint Handling on Student Satisfaction. The analysis testing the indirect effect between complaint handling and satisfaction through trust obtained a t-statistic value of 4.573, more significant than 1.96, meaning a positive and significant mediating effect. Student trust is also formed based on the ability to interact with institutions or staff when providing services, especially in handling student complaints. When a complaint is filed, it means that students put their trust in the institution or staff and that student concerns will be appropriately handled; institutions need to make students put their trust in the institution so that students do not feel reluctant to submit complaints or complaints that students feel.

The Role of Trust in Mediating the Effect of Service Quality on Student Satisfaction. The analysis testing the indirect effect between service quality and satisfaction through trust obtained a t-statistic value of 4.066, more significant than 1.96, meaning a positive and significant mediating effect. Research by Fajariah (2019) reveals that trust is considered an amplifier (mediating) of service quality on customer satisfaction; this means that quality service can increase customer satisfaction when customer trust increases. The high level of student trust in the institution's quality of service can increase student satisfaction.

CONCLUSION

Based on the results of the analysis and research that has been done, it can be concluded as follows:

- 1) Complaint handling has a positive and significant effect on student trust. These results indicate that when an educational institution can properly handle complaints submitted by students, it will generate student trust in the institution or staff in providing its services.
- 2) Complaint handling has a positive and significant effect on student satisfaction. This result indicates that students' satisfaction depends on the best service staff or institutions provide in handling student complaints.
- 3) Service quality has a positive and significant effect on student trust. These results indicate that the ability of staff or institutions to generate student trust depends on the quality of service provided.
- 4) Service quality has a positive and significant effect on student satisfaction. It proves that quality service is needed from staff or educational institutions to fulfill student satisfaction.
- 5) Trust has a positive and significant effect on student satisfaction. This result means that when students put their trust in an institution or staff, it can cause satisfaction for students.
- 6) Trust mediates the effect of complaint handling on student satisfaction. Its role as a mediator strongly impacts the effect of complaint handling carried out by staff/institutions on student satisfaction.
- 7) Trust mediates the effect of service quality on student satisfaction. Its role as a mediator has a substantial impact on the effect of the quality of service provided on student satisfaction.

Future research should examine broader phenomena in the world of education by combining variables that can be predicted to affect student trust and satisfaction. For example, research related to the university's image in the community and student loyalty to participating in building the university where students study.

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