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# REVIEW OF THE QUALITY OF SERVICE OF EDUCATIONAL STAFF TO STUDENTS IN MAJOR D-3 HOSPITALITY, UNIVERSITAS PERJUANGAN TASIKMALAYA, TASIKMALAYA, INDONESIA

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## ABSTRACT

Service quality is very important in an academic transaction process, especially for the University of Struggle Tasikmalaya which has a D-3 Hospitality Study Program where students will enter the world of the hospitality industry which has its own service characteristics and is different from one another. In preparing skilled workers who are in accordance with existing hotel industry standards, educators as service providers are the parties who deliver services that are assessed based on service quality elements: attendance, job knowledge, dependability, personality, *discipline, adaptability, quality, grooming, organizing, leadership*. The overall research results show that the 10 service qualities delivered by the teaching staff are in accordance with the expectations and needs of the student learners, with reference to the applicable hotel industry standards.

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## 1. INTRODUCTION

Globalization has caused accelerated development in all fields, which has influenced the emergence of formal educational institutions that provide diverse learning units for the community, one of which is hospitality tourism education. The hospitality sector is associated with the service industry experiencing rapid development (Zeithaml and Bitnes, 2003).

The hospitality industry is a combination of products and services. Products sold range from building design, the interior and exterior of hotel rooms, to restaurants selling food and beverages, along with all the amenities.

Meanwhile, the service being sold is the hospitality and skill of hotel staff/employees in serving customers. The quality of service provided is closely linked to service performance (a person's ability to provide service). Therefore, companies, in this case hotels and restaurants, require reliable and professional human resources who can provide customer satisfaction with the service provided.

Based on 10 elements of service quality (attendance, job-knowledge, dependability, personality, discipline, adaptability, quality, grooming, organizing, leadership), the Teaching Staff in the D-3 Hospitality Study Program at the University of Struggle Tasikmalaya conveyed the overall concept of theoretical and practical knowledge in accordance with the curriculum guidelines outlined by the Ministry of Research, Technology, Science and Technology of the Republic of Indonesia, for vocational students majoring in D-3 Hospitality.

Generally, the teaching staff in the Diploma 3 Hospitality Study Program at the University of Perjuangan Tasikmalaya have a Master's degree from various relevant disciplines plus education in the field of hospitality tourism. To align theory in lectures with practice in the field, we also invite practicing lecturers from the hospitality industry

with domestic and international experience such as land hotels and cruise ships. Their areas of specialization are spread across theoretical and practical learning units such as: Food and Beverage Production, Food and Beverage Service, Front Office, Pastry, Housekeeping. Graha, Sales Marketing/Sales Department to *Hotel Accounting*/Hotel Accounting and Others.

Thus, the Teaching Staff of the D-3 Hospitality Study Program at the University of Struggle Tasikmalaya as a Center of Excellence is expected to be able to guide its students to become hospitality workers who are ready to use when they enter the real job market, after they complete their studies.

Based on this background, the more specific questions raised in this study are:

1. To what extent have service elements been delivered by the Teaching Staff to students in the Hospitality Department of the University of Perjuangan.
2. How is the overall quality of the services of the Teaching Staff in meeting the expectations and satisfaction of the students of the D-3 Hospitality Department at the University of Struggle Tasikmalaya.

## 2. LITERATURE REVIEW

Quality is a condition related to products, services, people, processes, and their environments that meet or exceed expectations. (Goetch and David, 1998). Meanwhile, Kolter (1997) defines: "Quality places more emphasis on customer focus where expectations arise when consumers require goods and services."

Of the several definitions of quality that the author found from experts, the principle is that they have a common opinion, namely that quality involves efforts to meet customer expectations that include products, services, people, processes, and the environment. In conducting this research, the author refers more to the understanding that quality is something that is felt by consumers in order to formulate their expectations. (Kotler, 1997).

According to Soetjiptono (2000), service quality is: the difference between reality and the expectations of customers (who need the service) regarding the service they receive and what they expect/want.

What consumers (those who need the service) think, must be provided by the service provider. (Nill, 1992). Meanwhile, Sureshchandar & Chandrasechaan, (2002) said that Service Quality is a kind of overall evaluation of service and attitude where both are seen as the same.

Gronroos, (2000:78) He added that to accurately measure service quality, an element-based approach should be used that aligns with what customers (the parties requiring the service) experience and desire. Therefore, service providers need to understand the relevant service elements.

According to Line, Maxham and Mc. Key, (2000), employee staff (service providers) who are in direct contact with customers (who require services) are representatives of the institution so that customers will gain a deep impression from this direct interaction process.

In this case, the teaching staff as service providers, produce or provide and deliver services (knowledge transfer and so on) directly to the students who are learning as the parties who need the services.

In the view of student learners, the existence of teaching staff is a representative of the institution whether they are on duty or not, where in carrying out Teaching and Learning Activities (KBM) they must understand and fulfill the needs of student learners even though it is not conveyed verbally, so that their satisfaction can exceed expectations.

The service elements required for teaching staff as service providers to act professionally are:

1. *Attendance* /Presence  
The presence of a service provider is essential in a service process because it involves direct interaction between the service provider and the service recipient. (Zeithaml and Bitner, 2003.)
2. *Job Knowledge* /Knowledge on the Job  
Service providers have adequate knowledge of the services provided in addition to understanding the overall concept of the work. (Boella and Gross Turner, S, 2005).
3. *Dependability* / Can Trusted  
A strong foundation of trust to establish a close relationship between the service provider and the party requiring the service. (King Jr and Cichy, 2006).
4. *Personality* /Personality  
A harmonious personality is important in the service delivery process because it will influence the quality of service provided by the service provider, thereby satisfying those who need the service (Harries and Flemming, 2005).
5. *Discipline* /Discipline  
Service providers comply with institutional rules in dealing with complaints from customers (who require services). (Boella and Gross Turner, 2005).
6. *Adaptability* /Adaptation



Service providers must be able to respond positively to the needs and requests that require services during the service process. Those requiring services will be satisfied if the service provider can accommodate their wishes. (Zeithaml and Bitner, 2003)

7. *Quality /Quality*

Service providers must be able to deliver satisfactory service to those who need it, while at the same time being efficient and productive in their work (Zeithaml and Bitner, 2003).

8. *Grooming /Appearance*

Service staff must appear neat and clean, and all clothing worn must be appropriate to the atmosphere and circumstances (Gronroos, 2000).

9. *Organizing/ Ability to Organize Work*

As a service provider, you must be able to plan and evaluate the quality of the services delivered to ensure they meet the outlined work standards (Lovelock and Wirtz, 2004).

10. *Leadership /Leadership*

Leadership plays a very important role in the service process. (Lovelock and Wirtz, 2004).

This can be further illustrated in this case that as "managers" the teaching staff must be able to direct and motivate the students they lead so that they can provide good quality service according to the needs and desires of their customers in the real work industry.

The service provided to those in need must be managed continuously because good service will mitigate the negative aspects (Orlio, 2005).

Service quality can be measured in one way, namely Importance-Performance Analysis / IPA, where this technique can be applied and has diagnostic value.

*Science* measuring not only performance but also the importance of service quality according to customers or those who need services based on appropriate elements.

Meanwhile, Importance refers to the relative importance of elements considered by customers. One of the aims of IPA is to determine which elements should be managed and maintained (O'Neil and Palmer, 2004)

### 3. RESEARCH METHODOLOGY

This research approach is a descriptive qualitative approach, namely research conducted to determine the value of a variable or element independently without making comparisons or connecting it with other elements and is usually used to answer the question "how" (Soegiono, 2004:11).

This qualitative approach is also called an alternative approach, namely research whose approach starts from facts (phenomena) and not hypotheses.

In addition, the author also uses a quantitative approach, namely by using descriptive statistics, namely in this case IPA with mean ratio used to describe how far the service elements have been delivered by teaching staff to students in the hospitality department of Akpar Siliwangi.

In this research, open questions were asked to the resource persons individually, namely: several students supported by other data in the form of documentation and literature as well as performance evaluation records of the teaching staff in 2023 and 2024 from the management of the D-3 Hospitality study program at the University of Struggle Tasikmalaya.

The collected data, especially the results of observations or questionnaires (IPA) with descriptive statistics to measure the mean rating of each element. In descriptive statistical tests there is no significance test; there is no error rate because the researcher does not intend to make generalizations so there is no generalization error (Sugiyono, 2004)

### 4. RESULTS AND ANALYSIS

In analyzing the data that has been successfully collected, there are several things that need to be limited to avoid errors in interpreting this research, including:

1. Educators through formal education acquire knowledge, skills and experience in the hospitality sector before entering teaching.
2. Student learners have relatively the same expectations and needs in pursuing their studies.

#### Analysis Results and Interpretation

From the evaluation of the performance of the teaching staff carried out by the study program management involving students for 2023 and 2024, after processing, the following results were obtained:

**Table 1. Evaluation of the Performance of Educational Staff for 2 Years (2023 and 2024)**

Year	Element Value									
	1	2	3	4	5	6	7	8	9	10
2023	3	3.2	3.5	3.1	3	3.2	3.3	3.5	3	3.3
2024	3.2	3.2	3.3	3.4	3.3	3	3.4	3.2	3.3	3.5
Mean	3.1	3.2	3.4	3.3	3.2	3.1	3.4	3.4	3.2	3.4

Source: Primary data, processed.

The performance of teaching staff is assessed based on a score of <4> very satisfactory, <3> satisfactory, <2> quite satisfactory, and <1> unsatisfactory.

From table 1, it can be seen that the performance assessment data of teaching staff has been processed with input from student learners during 2023 to 2024, namely that most are on a scale between satisfactory to very satisfactory, while the element scores from year to year have decreased slightly but not too significantly.

In addition to distributing questionnaires given to student learners in assessing the performance of the Hospitality Study Program Educators at Akpar Siliwangi Tasikmalaya, Importance Rating data was obtained based on the assessment, namely (4) very important, (3) important, (2) quite important, and (1) not important and Performance Rating based on the assessment scale (4) very satisfying, (3) satisfying, (2) quite satisfying, and (1) not satisfying.

With Importance Rating and Performance Rating shown in table 2 below.:

**Table 2. Importance - Performance Rating**

No.	Service Elements	Mean Importance Rating	Mean Performance Rating
1	<i>Attendance</i>	3.9	2.6
2	<i>Job knowledge</i>	3.2	2.6
3	<i>Dependability</i>	4.1	2.9
4	<i>Personality</i>	3.6	2.9
5	<i>Discipline</i>	3.9	2.9
6	<i>Adaptability</i>	4.1	2.6
7	<i>Quality</i>	4.2	2.9
8	<i>Grooming</i>	3.7	2.7
9	<i>Organizing</i>	3.3	2.6
10	<i>Leadership</i>	4.1	2.8

Source: Primary data, processed

From the table above, it can be seen that the average value is above 3 (satisfactory), meaning that the service elements have been delivered well by the teaching staff to the students studying in the D-3 Hospitality Department, especially for the 2023 and 2024 periods.

Service quality elements must be relevant, appropriate and on target with what customers who require the service need (Price and Zinkhan, 2002).

Through the Management of the Diploma III Hospitality Study Program at the University of Perjuangan, service quality standards have been determined for the teaching staff which are conveyed to student learners who are assessed based on 10 service elements, namely: attendance, job-knowledge, dependability, personality, discipline, adaptability, quality, grooming, organizing, leadership.

From the interview results, the service elements above are more or less the same as those implemented by the star-rated hotel industry in Tasikmalaya.

The evaluation results explain that because the Teaching Staff of the D-3 Hotel Management Study Program at the University of Perjuangan Tasikmalaya have acquired knowledge, skills and work experience in the hotel industry, they are able to understand all phases of work in the hotel industry to be conveyed through learning concepts to student learners.

Based on the valid scores in table 1, the average value is above 3 (satisfactory).

From the data in table 2, it can also be seen to what extent these 10 service elements have been conveyed well to students because the average value is satisfactory.

Informants generally said that the teaching staff had good job knowledge, leadership, dependability and grooming.

Despite all the advantages and disadvantages, informants representing the student learners as a whole stated that the quality of service provided by the teaching staff met their satisfaction. This is supported by the performance evaluation data from the teaching staff/service providers, with an average score of 3 in Table 1.



In addition, the results of data processing in table 2 also show that the 10 service elements are in accordance with the expectations and satisfaction of student learners, as parties who need services, so that the teaching staff are considered still suitable for use/being used to carry out KBM (Teaching and Learning Activities).

In addition, because the quality of service provided is in accordance with the expectations of students studying in the hospitality department, the 10 service elements must be managed and maintained well.

Thus, the formulation of the research problem "how is the quality of service of teaching staff in meeting the expectations and satisfaction of students majoring in D-3 Hospitality at the University of Perjuangan Tasikmalaya" can be answered with the results of the discussion above.

The supporting data for this research is in the form of the results of performance evaluations of teaching staff, interviews with informants and direct observations as well as theoretical reviews in the form of tables or images to match, map and compare one data with another.

## 5. CONCLUSION

From the description above, the author draws several conclusions, namely:

1. The teaching staff have conveyed the quality of service by using the 10 services with an average IPA score of 3 (satisfactory) especially for the 2023 and 2024 periods.
2. Based on the evaluation of the performance of teaching staff for 2 years (2023 and 2024) after processing, overall in meeting student expectations and satisfaction, most of the scores are on a scale of 4 (very satisfactory) and 3 (satisfactory). Although there appears to be a decrease from year to year, it is not too significant.

## 6. SUGGESTION

Some recommendations that the author has put forward in order to manage, maintain and improve the quality of teaching staff services to students include:

1. So that the study program management communicates more frequently about the shortcomings and problems that arise from the teaching staff during interactions in carrying out Teaching and Learning Activities (KBM) with student learners.
2. Educators who engage in indiscipline that could have a negative impact on students must be given a warning and given sanctions in accordance with applicable regulations.

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