Research Paper

The Effect of Quality of Education Process on Image of Private University in Jakarta

by:

Dr. Ita Mariza

Business School of Universitas Pelita Harapan
Lippo Karawaci, Tangerang 15811
Indonesia
2010
The Effect of Quality of Education Process on Image of Private University in Jakarta

Dr. Ita Mariza

Business School of Universitas Pelita Harapan, Lippo Karawaci, Tangerang 15811, Indonesia ita_mariza@uph.edu

Abstract

Empirical research on students’ perception of The Effect of Quality of Educational Process on Private University’s Image conducted at four popular private Universities in Jakarta Indonesia. The purposes of this research are to identify the effect of students’ perception of quality of educational process (quality of teaching learning, quality of academic services, and quality of non academic services) on internal image of internal study program from resource based view approach.

This research involved 626 students as respondant in fifth semester and/or above from accounting and management programs of the popular private University in Jakarta, Indonesia. The method of research is field survey with convenience sampling. The data analyzed by Structural Equation Modeling (SEM) (consist of confirmatory analyzes and test of structural model).

The findings of research are a) the quality of teaching learning process do not effect positively and significantly on internal image of program; b) the quality of academic and non academic services positively and significantly effects to internal image of study program.

However, the constraints of this research are a) charaterized by cross sectional and perceptual analyzes; b) the location all of the popular of private universityinvolved is in Jakarta.

Keywords: Resourced-based view; immobile resources, educational process, image and private university.

Introduction

Resource Based View (RBV) concepts believes that competitive advantages from any organization is achieved due to its high quality organization resources that are immobile and heterogenic; non tradable and non substitutable (Barney, 2002). Many researches had proven the validity of the RBV concept with respect to the sustainable competitive advantage of any organization (Barney, 1991a; Mahoney and Pandian, 1992). The concept of superior resources that create competitive advantage is also applicable to education institution. Some concepts and researches on the role of resources in creating competitive advantage such as Gupta (1993) and Sahney, Bahwet and Karunes (2004) states that to produce high quality of graduates, educational institution need adequate of human resources, financial resources and physical resources. Liefner (2003) research put emphasize in empowerment and allocation of resources in creating high performance. Mazarol (1999) proposes creating image advantage, resources, coalition, and integration in creating superior competitive advantage. However, Marazol concept has not been empirically tested, particularly that the concept of image needs to be empirically researched, because according to Kotler and Fox (1995), brand image has
hypnotic power to prospective student and become sources of sustainable advantage for any institutions.

So far, popularity and image of the study program in educational institution has been conducted among others by Times University System, Asiaweeks, Business Weeks. So far researchers had evaluated image or rank of study program based on institutions’ market quality from the management perspective or based on data (reports) that had been collected from the institution (supply driven) as well as from external parties (employers). Research that involve of students as unit analysis is quite rare, although this approach has some advantages: 1) as internal and ultimate consumers directly involves in the education processes (Kanji, Tambi and Wallace, 1999; Sahney, et al, 2004). They should be heard their opinions and aspirations to avoid the divergence and synchronize the quality of education process from the management as supply side and students as demand side; 2) Student is a unique consumer that are different with other kind of consumers. They are in the demand and supply sides at the same time.

This research aims to identify the tangible and intangible institution resources (RBV) that have significant role in the increase/creating in positive image perception in the students’ mind. Beside to answer the research questions i.e. to evaluate students’ perception on education process quality (teaching learning, academic and non academic services), it also evaluates its impact to the internal image of study program private universities in Jakarta, with emphasize on process based and demand driven from the resource based perspective.

**Literature Review and Hypothesis**

To answer the research question, we use the resource-based view (RBV) as the foundation. The main premise is: internal factors within the organization create positional advantage (image) that ultimately created superior competitive advantage.

**Resource Based View (RBV).** In the development of RBV theory, states the resources that affect the competitive advantage of the organization are with heterogeneity (scarce and non-substitutable) and immobility characteristics (Barney, 1991a; 2002). The logic of RBV is believed to be applicable in all kinds of resources, including in the education institution such as university. Gupta (1993); Sahney, Banwet and Karunes (2004) categorized the university resources into three groups: 1) human resources (faculties, students, and staffs), 2) physical resources (building, library, parking structure), 3) financial resources (fund to cover the operational expenditures). Refer to RBV concepts, human resources are intangible, physical and financial resources are tangible that are all immobile (Barney, 2002). Current believe is that all resources are important to the competitive advantage of university. And university performs knowledge transfer, knowledge creation, and trains students to apply the knowledge and researches.

In order to survive and grow, university has to own resources that can continuously adapt in various situation, such as curriculum, methods, core services, competency, quality and service orientation to continuously creates competitive advantage (Kanji and Tambi, 1999; Mazzarol and Soutar, 1999). Likewise, people based management are important to be emphasized (Kanji, et al, 1999). In this context, study program (SP) of any university can be viewed as analogy to the strategic business units (SBU) in a corporation. Each SBU has resources and strategy to meet its objectives. The
ability to reach its objectives reflect the the success of the SBU as independent entity. Therefore the success or failure of SP, lies on the strategy and resource allocation in the SP level, where all of the activities of education takes place. Therefore, resources management, strategy formulation, operationalization, evaluation of performance must be seen from the performance of SP as the business unit in any university (McAleer and McHugh, 1994).

In Indonesia, PS considered as high quality when receive “A” valuation score from the National Accreditation Body (BAN). The result of the valuation score in general becomes de facto reference with respects to the quality and performance of the SP in any university. The question is then: does this criteria accurately represents the actual quality of any SP, considering that the good and bad definition belongs to be consumer, which in this case are students.

**Students as Consumers.** Consumers in the univercity in a large sense includes students, employee, education managers, acreditors, validators, assesors, government, public, investors, family, and faculty from other institution(Sirvanci, 1996, Hill, 1995), internal and external consumers also exist in university.

Consumer are vital to the success of any organization (Kanji et al, 1999). However, in the world of education, the consumer is different than any other consumers. Students is one of the important actor to meet the success of the education process (Kanji et al, 1999; Sirvanci, 1996). In this context, students are consumers that are at the same time being the resources for the success of the education process in which also key to the organization performance. And students, like any other consumers, has need and expectation for optimal satisfaction (Eagle and Brennan, 2007; Kanji et al, 1999; Sahney et al, 2004), and therefore, has right to receive quality education and best services (Kanji et al, 1999; Owlia and Aspinwal, 1996). Students are main consumers of university (Hill, 1995), received benefits from the institution at the same time actively participate in the value creation within the SP (Kanji et al, 1999; Sirvanci, 1996; 2004), as well as the source of fund (Sirvanci, 1996). Many other researchers, however, sceptical that students are the consumers. Students has much more complex role than any other consumers (Sirvanci, 1996), because students must follow rules and policy within the SP and university, and there will be sanction for any violation.

**Education Process in the Higher Education Institution.**
Gupta (1993) defines process-production within the education institution as series of activities to spread the knowledge, through teaching, research, and services to the public. Sirvanci (1996) uses analogy of production process in manufacturing industry for the university. Referring to the above literatures, education process within the SP in the private universities is defined as series of actions, training or guidance that are academically and non academically in nature within the SP that are being supported by adequate resources to create value added to students, by way of involving them into the said education process.

Based on the literature studies and inputs from experts in the education institution in Indonesia, education process in study program of private university in relation to the transformation process of knowledge, can be differentiated into three groups: 1) Teaching
learning process quality within the SP (TLPQ); 2) Academic services quality within the SP (ASQ2), and 3) Non-academic service quality within the SP (NASQ).

**Teaching Learning Process Quality within the SP (TLPQ) in Private University.**
A teaching learning process are said to have high quality when the process can transform the students to become more knowledgeable, marketable, independent and dependable (Kwo, et al 2004; Owlia and Aspinwall, 1996; Sirvanci, 2004, Yazichi, 2004).

Support of quality resources is essentials (Barney, 2002; Gupta, 1993) but not sufficient. Commitment and collaboration from parties involved are required, particularly students and teachers/faculties in such that awareness of each party’s role are important to support each other as well as to find the right method to increase the quality of the interaction in the teaching learning process (Kwo, et al, 2004; Owlia and Aspinwal, 1996; Sirvanci, 1996).

Based on the theory and focus group discussion with some practitioners and experts of education in Indonesia, activities in the teaching learning process in the university can be grouped into four dimensions. First, the teacher’s quality of interaction (TQI); second, the student’s respond during the teaching activities (SQI); third, teacher’s professionalism during the teaching process (TP); fourth, dimension is the supporting facility of the teaching learning process (SF).

First and second dimension are interrelated. In transfer knowledge process there are interaction quality can’t be separated with the teachers’ and students’ achievement. This is also true for the teaching method and the students’ involvements. It can be said that teachers and students with high achievement tends to interact to each other, by way of teacher to motivate students to read the materials and communicate with them; on the other hand, active students tends to state opinion, ask questions, and propose solution.

Third dimension from TLPQ in this research is the teachers’ professionalism (LP) as lecturer. Conceptually, teacher is said to be professional when she masters the material in her field, competence, able to inspire, motivate, and help to develop the student’s knowledge, has effective communication and can become models. In such, teachers required to have certain kind of training, courses, and advanced study and research to increase its ability, point of views, skills, and professionalism. Professional teachers can help student to fulfill four aspects of learning: (a) learn scientifically, (b) learn to apply knowledge to solve problem in the class in any situation and conditions, and (c) learn to learn, independent, self directed to further increase her skills and knowledge (Johnson, et al., 2001). Teacher must also able to motivate students to enrich her on knowledge from other knowledge sources (Owlia and Aspinwal, 1998).

The last dimension from TLPQ in this research is the supporting facility for learning (FL), among others are the classroom equipment, syllabus to guide the material for each semester.

**Services quality of Study Program (SP) in Private University.**
Service is vital to any business. It requires facility, knowledge, and understanding on consumers’ character, need, and desire. Construct of the service quality are the difference between the expected services and the perception of services (Kotler and Fox, 1995). Quality service occur when there is close agreement between the required and expectation of consumers. According to Kotler (2003) state that quality service has five
characteristics: tangibles, reliable, responsive, assurance, and empathy. Key to the quality service is the awareness of the service provider to be consistent in fulfilling the need and expectation of consumers (Kotler and Fox, 1995). And service quality is harder for consumer to evaluate than the product as there is no physical mean (Kotler, 2003).

Based on the literature study and inputs during the focus group discussion (FGD), facility/services in the study program of private universities, can be differentiated into two group. First is the facility and services involved in the academic; secondly in the non-academic activities (Sirvanci, 2004). This is investigated to understand the contribution on the increase of the performance through the formation of the internal image. The two group will explained as follows:

**Academic Service Quality within the SP (ASQ2).**

Academic service is one of the factors to support the effectiveness and efficiency of the education process within the SP. Those include positive attitude, good communication, time for consulting, and provide feedback for the student achievements (Abdullah, 2006). However, ASQ2, in this research is more emphasize on the physical facility (tangibles) to support the academic mastery and development of the students.

The dimension of ASQ2 includes: library (PT), laboratory (LB), internship facility (PM), academic source (SA), international standard operation (ISO), academic environment facility (LA), and networking (NW) within the industry and other institution. Our belief the more complete, modern, and quality the resources facilities are, the higher the image advantage that increase the sustainable of the performance for the SP of the private university.

**Non Academic Service Quality within the SP (NASQ).**

NASQ includes important dimension to help students to fulfill its responsibility with respect to the non academic’ tasks and responsibilities (Sirvanci, 1996). This facility is provided to balance and compliment of non academic development of the students, as well as to increase the enjoyment and security of students during the learning process.

NASQ is supporting facilities that are not directly related to the main activities of the academic process. From the strategic management point of view, NASQ can be tangible and intangible, because it includes the service facility for the development of hard and soft skills of students. The dimension of the NASQ in this study includes the service facility for 1) extracurricular activities (EK), 2) general facility (FU), 3) applicable locations (LO), 4) alumni facility (PA), and guidance facility (FP).

Non academic facility may become a supporting facility but can become attraction to students and support the development of SP. In such that, the more complete, modern, and quality the facility is, the higher the positive image can be developed in the SP within the private university.

**Image as Intangible Resources**

Image has been used in various context within the education institution, among others institution image, corporate image, national image, brand image, public image, self-image, individual image (Kotler and Fox, 1995). Image can be differentiated into two, namely, image toward a person within the organization and organization image.
According to Kotler and Fox, (1995) image is defined as belief, ideas, and impression formed by a person toward an object and/or events or experience.

Within the context of strategic management, image is intangible resources and/or cumulative investment that can become competitive advantage that will impact the organization performance (Frombrun and Shanley, 1990; Teece, Pisano and Shuen, 1997). From the marketing strategy, image can become equity or source of advantage that can create positive impact to the organization’s performance and image can influence the perceptions and behavior of consumer (Aaker, 1991; Kotler and Fox, 1995). This concept should also be applicable to the SP within the private university.

Internal Image of the SP in the Famous Private Universities.

Literature study finds that institution image completely describes the impression in the public mind with regards to the attributes of the education institution (Nguyen & LeBlanc, 2001; Kotler and Fox, 1995). From the resources based perspectives, these institution attributes are resources that can be tangible (building, products/services, service facility) and intangible (name, logo, action or behavior of people, tradition, ideology, and communication quality to every people that interacts with that institution).

Kotler and Fox (1995) says that image of university may not represents its actual quality, but more of the prestige of perception, because image perception represents perfection and specialty but the height of SP performance also provide positive value to society. Aside from that, image also increase the performance of SP and attract attention of prospective students to enroll (Kotler and Fox, 1995; Paramewaran and Glowacka, 1995), and increase its competitive position in the market (Bunzel, 2007). Therefore image of SP in the leading private university must be built, increase, and suggested that the creation of image not only based on marketing approach, but also based on the quality of the education as the main activity of the education (Bunzel, 2007).

Based on the concepts above, internal image of any SP (CISP) is defined as overall impression in the student’s mind with regards to the attributes within the SP of the leading private university. For the further need, internal image of study program (IISP) will be measured in five dimensions: performance (PF), social image (SI), value (VL), trust (TS) and attachment (AT) of the consumers within the SP of the leading private university. This measurement is adopted from the research from Lassar Mithal and Sharma (2003) that uses image as the organization equity. Referring to Lassar, PF is defined as students judgment on the overall operational process and activity of the education in the study program; CS is defined as consumers’ perception on the society’s reward when become part of the institution (Kotler and Fox, 1995). Kotler (Kotler, 2003), says that VL is the comparison of the benefit to use the product and the cost for obtaining the product. Based on that ground, in this study, VL is defined as the function of students’ perception to the quality of the SP in the leading private university and cost perception to obtain it that will be simultaneously evaluated on the quality of the benefit and the cost to obtain. Refer to Lassar et al. (2003), TS is defined as the commitment, organization promise, including the priority given to the consumers for the products and services, and AT is defined as behavior perception, that is the power of students’ positive feeling with respect to the existence of the organization and its commitments.
Hypothesis

As explained above that quality of tangible and intangible resources (immobile and heterogeneity) can support the creation the competitive advantage. This concept is used as foundation to analyze of students perception of educational process to internal image of study program of popular private university in Jakarta Indonesia.

To survive and win in competition, the organizations have to support proper resources to create competitiveness. The resources (tangible and intangible) can earn from internal organization. The ability to empower the resources to fulfill the need of consumer (market driven) will create the positive perception of markets. In university business, as prime of tangible resources such as quality and completeness supporting facilities to facilitated students’ activities, and the intangible resources such as teaching learning in class (transfer knowledge activities) and internal image. Eventhough the image will not come by itself, and to create it needed the other resources such as physical resources, people (staff and lecturer), technology, location and environment.

Students positive perception with the experiences or events, people and services nor completeness of physical facilities, reflects in their perceptions. All of this belief will influence the behavior and decision making process of the students, which give positive impact to the study program. Based on the literature and the explanation above, we can figure out the research model as presented on Figure 1. The definition and operasionalisation of research variable presented on di Table 1.

Figure 1. Research Model

Table 1. Latent Variables, Definition and Opersionalisation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>Operationalisation</th>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching learning process quality within the SP (TLPQ)</td>
<td>Teaching learning process is the process of movement of the knowledge from the lecturers to students through discussion, lecturing, question answer, and assignments or independent study.</td>
<td>Operate in 4 dimensions through 26 questions. Include teaching method, lecture professionalism, supporting learning equipment.</td>
<td>Davis (1993); Johnson &amp; Smith (1991); Kwo &amp; Jones (2004); Linda et al (2003); Bass, B.M (1991); Kirk D, (1991)</td>
</tr>
<tr>
<td>Academic services quality within the SP</td>
<td>Academic services is completeness of facilities within study programs which related to</td>
<td>Operate in 7 dimensions through 36 questions. Such as library, lab; internship;</td>
<td>Parasuraman et al. (1988); Teas (1991); Carman (1992);</td>
</tr>
</tbody>
</table>
students’ effort in order to enrich their understanding concepts of knowledge. academic sources; operational international standard; academic environment, and Networking. Chronin and Taylor (1994); Abdullah (2006);

| (ASQ2) | Non-academic service quality within the SP (NASQ) | Non academic services is supporting facilities (academic nor non-academic) within study program as supplement to support physical and mentally of student to solve their problems faced and to get their success academic side or talents. Operate in 5 dimensions through 24 questions. Extra curricular; public facilities; location; alumnus management; academic advisor. Parasuraman et al, (1988); Teas (1991); Carman (1992); Chronin & Taylor (1994); Abdullah (2006); | Lassar; Mittal, and Sharma, A (1995), Aaker (1995, 2001); Keller (2000); |
| Internal Image of Study Program (IISP) | Internal image of study program is students’ perception of the study program build through quality of teaching learning process and facilities/services within study program. Operate in 5 dimensions through 18 questions. Which is quality of performance teaching leaning, social image, value, trustworthiness and attachment. | | |

Educational process in study program at university as a chain process of teaching (teaching learning), transfer knowledge nor create knowledge from/by lecturer to students (Gupta, 2003). The purposes of the process is to increase, develop and give understanding of knowledge to students (Kwo, et al, 2004; Owlia and Aspinwal, 1996; Sirvanci, 2004). The quality of educational process at popular private university will increase the competitive advantage and finally give positive impact to the results and increase the successness as a whole (Kotler and Fox, 1995).

Teaching learning process quality within the SP (TLPQ) of popular private university as indicator is showing the level of quality teaching learning process in study program of private university implemented (Lombardi, et al, 2002, 2004; Sirvanci, 2004). The quality of TLPQ can be created by interactive learning method (two way communication) (Kwo et al., 2004; Yazichi, 2004). By implementation this method effectively will increase the quality of outcome (graduates) to be more knowledgable, dependable, independent, marketable, dan adjustable (Johnson, et al 1991; Kwo et al. 2004; Yazichi, 2004). The interactive learning method also impresses the students; and their positive impression tends to positive perception and positive image to the study program of private university (Johnson et al, 2001; Kreitner and Kinicki, 2007; Nguyen and Le Blanc, 2001). The quality of teaching learning process depends on how far students and lectures involve in the process, profesionalism of lectures and supporting facilities in class. Based on above argument, can purposed the hipótesis as below:

H1: Teaching learning process quality within the SP (TLPQ) have positive correlation to internal image of study program of private university.

Academic services quality within study program (ASQ2) of popular private university tend to provide facilities or resources beyond the class room but inside the campus which help students to learn and acquire knowledge of their interested. The real academic services involve the completeness of collection in library (PT), laboratorium (LB), internship (PM), academic sources access (SA), International standard operacional (ISO), academic environment (LA), local or international net working (NW).

Good ASQ2 will positive impresion to students, which will grow the positive image to study program of private higher education. Some early research show that the
physical facilities (Bitner, 1990) and services to consumers (Fombrun, 1996; Zeithmal, 1988) influence the perception and create positive image of organization (Kreitner & Kinicki, 2007; Nguyen and LeBlanc, 2001). Hence, we can propose the second hypotesis which correlates quality of academic services of study program with the internal image of program as follow:

H2: Academic services quality within study program (ASQ2) have positive correlation to internal image of private university.

**Non-academic service quality within the SP** is supporting facility services in study program to help students in developing and exploring of their non academic talents (soft dan hard skills) as completeness academic activities of study program in popular private higher education. The intended services such as extra culiculair activities (EK), public services (FU), location (LO), alumnae management (PA) and academic advicer (FP).

Level of quality NASQ are as indicator of non academic quality services in study program of popular universities. The completeness of NASQ will support students to study, develop their talents and interest, also make them comfort and develop their networking to build future career. Shortly, NASQ are supporting the students to reach successness. According to Kreitner and Kinichi concept (2007), this facilities strongly impress the students and success build positive image on their perception about study program of private university. Same with ASQ2, empirically, relatedness NASQ and internal image of study program of popular university supported early research by Zeithaml (1988), Fombrun (1996). Hence, base on literatur and explanation above can propose the hypotesis as below:

H3: Non-academic service quality within the study program (NASQ) have a positive correlation to internal image of study program of private university.

**Research Design**

**Data Collection.** In collecting we data use survey method. Four popular private higher university in Jakarta Indonesia as the sample. Survey in this research by questionnaire instrument which was compiled based on literature and focus group discussion that was done before. And some of the questionaires were adopted from earlier research but modify to adjust the topic and current situation.

Respondent of this research are all management and accounting students, still active in 5 semesters or above. Respondent were and/or determined based on percentage of students active in study program, sex, credit semester they taken, economy status, dan originality. Respondent which fulfill the questionnaire determined by convenience sampling method and directly in front of the researcher and gave it back after complete in the same time to the researcher. Total questionnaire distributed proportionally to four universities was 800 copies. Complete questionnaire collected were 785 copies (98,12%) but after sortage/select only 626 copies (78,25%) ready to analyze. Respondents used linkert scale with range 1-6 to assess the questions. Number 1 is representing very un proper answer, and 6 is very proper statement.

This research used Structural Equation Modeling (SEM) program LISREL 8.7 to analyze the data collected.
Results and Discussion

Results analysis by SEM program Lisrel 8.7 shows that Reliability Construct (RC) score is 0.7 and above and Variance Extracted (VE) score is 0.5 and above. It means that the reliability of the structural variable model as a whole meet the statistical requirement. Summary of the results is presented in Table 2.

Table 2. Reliability and Validity Variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>(1) α</th>
<th>(2) RC3</th>
<th>(3) VE4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLPQ</td>
<td>0.905</td>
<td>0.804</td>
<td>0.51</td>
</tr>
<tr>
<td>ASQ2</td>
<td>0.867</td>
<td>0.916</td>
<td>0.609</td>
</tr>
<tr>
<td>NASQ</td>
<td>0.867</td>
<td>0.882</td>
<td>0.606</td>
</tr>
<tr>
<td>IISP</td>
<td>0.863</td>
<td>0.918</td>
<td>0.694</td>
</tr>
</tbody>
</table>


Results analyses of goodness of fit (GOF) index supports the hypotheses test as proposed, showed that all index of GOF show the level of Good of fit, the absolute fit measure show that RMSEA score is 0.045, and GFI as 0.92. It indicates the level of good appropriateness model, the other side of incremental fit measure, except AGFI as 0.89, all index state score ≥ 0.90, this meant there are level of good of fit between model and the data. Furthermore, generally for the whole model have a good level of fit. Summary of research and hypotheses test is presented in Table 3.

Table 3. Summary of Analyses Hypotheses Results

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Structural Path</th>
<th>Standardized Coefficient</th>
<th>t-value</th>
<th>Description</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>TLPQ → IISP</td>
<td>0.12</td>
<td>1.89</td>
<td>Not Significant</td>
<td>Uncorrelated</td>
</tr>
<tr>
<td>H2</td>
<td>ASQ2 → IISP</td>
<td>0.22</td>
<td>2.16</td>
<td>Significant</td>
<td>Correlated</td>
</tr>
<tr>
<td>H3</td>
<td>NASQ → IISP</td>
<td>0.50</td>
<td>5.95</td>
<td>Significant</td>
<td>Correlated</td>
</tr>
</tbody>
</table>

Arguments of Hypothesis 1. Test analysis of H1 (Table 5) show that quality process of teaching learning (TLPQ) do not have positive and significant correlation to the internal image of study program private university (IISP). It means that H1 is rejected. The possibility arguments behind it are 1) the interactive learning method (interactive lecturer & students) do not match with their expectation of learning process, students feels hard to read the material and ready before course, express their arguments/opinion, question answer with lecturer also; 2) lecturer do not have enough time to guide, advice, suggest, bounded knowledge, inspire-less and unable to motivate them; 3) in process teaching learning only involve both lecturer and students; hence positive or negative perception emerge is not internal image of program but could be individual image of lecturer; 4) lecturer as intangible assets in private university even as dominant element of TLPQ variable, but they are mobile (teaches more than one university); 5) students think that professionalism of lecturer is very important (reflected on their answer of questionnaire with mean 4.45 of 6).

Arguments of Hypothesis 2 – 3. Result of the test show that (Table 5) H2 and H3 accepted. It meant that quality of facilities and services have positive correlation to internal image of study program. This finding support the concepts the quality of services provided (Zeithaml, 1988); physical environment (Bitner, 1990) and personal contact (Crosby, et al, 1990) have positive impact to customer perception in creating the image.
We can conclude that ASQ2 and NASQ as resources in study program is able to influence in creating internal image of program which is having positive impact to market performance study program of private university. In other words, tangible and intangible and immobile resources at study program have positive impact to internal image of program. Other findings show that relationship strength of NASQ to internal image of program (0.50) bigger than ASQ2 (0.22).

The research analysis shows that students perception of quality teaching learning processes as variable of educational process is very important and more important than other variable (academic and non academic facilities and services variable) (highest average answer is 4.45 of 6). But the relationship strength to image, teaching learning process is very weak. Furthermore non academic facilities and service variable have the strongest relationship to internal image. It means that managerial of study program need to pay more attention to non academic facilities and services variable as a prime variable to improve the internal image.

**Conclusion**

Finding of this research show that variable TLPQ do not have positive and significant correlation to IISP. Lecturer as intangible and mobile (usually in private university) resources is moving from one university to other university, even though effectively contribute to teaching learning process of study program. Theoretically this contribution through image creation, and we suspect that the image built by professionalism of lecturer is different with image of the study program of private university. It means that the image of individual (lecturer) is deferent with organizational image. Another perception of students is that the professionalism of lecturer is very important, it is reflecting on their mean of answer that variable of TLPQ got the highest level. Furthermore, management of private university have to formulate the strategy and tactic to get and retain the best of lecturer, need to attract potential students to join with the study program of private university. For example, increases the compensation or appreciation financial or non financial, create good working environment to fulfill the emotional needs. And not only to recruit the potential students (financial and non financial) but attractiveness, ethical and broad minded.

ASQ2 and NASQ have positive and significantly are correlating to IISP. It means that the improvement of service quality and facilities can increase the image of study program of private university. The analyses find specifically, academic aspect state that academic environment give the dominant impact, and non academic aspect show the public facilities have dominant impact in build the internal image of institution. The academic services and facilities even though non academic are tangible, static (immobile) and exclusive, such that closed correlated to image creation of study program of private university. Furthermore, management of study program of private university needs to improve the program to improve the quality of both facility and services but emphasizing on non academic facilities and services. Do improve quality of lectures, academic and non academic services will give higher benefits to students and finally will increase the value of study program of private university and students.

**Research Implications**

The managerial implications of this research are as follow. Management universities should improve and coordinate their quality of tangible assets, services non
academic and academic aspects more than process of academic side where the immobile resources involved (faculty members and staff of programs) to improve/stimuli of positive students’ perceptions (image) of study programs. Even the image of services (academic and non academic) can be easily imitated by competitors (other universities) but effective as a competitive advantage at this time, and had positive impact to study programs in popular private university. We can conclude that quality of process teaching learning as a basic products in business education, completeness academic and non facilities/services as supporting facilities at study program have primary roles for creating sustainable image of the study program of popular private university in Jakarta.

The theory implications of this research are supporting some of the existing theories (strategic management, marketing, management education). It is explaining that the quality of educational process (process of transfer knowledge and quality of services and completeness facilities) at study program in private university as one of the strategy to create competitive advantage (positive image) of programs study. Image is intangible assets and fragile, as a part of resource based concepts (RBV) have positive implications to existence of study programs in private university. Quality of facilities and services within study program is one of important factors in marketing concepts that can be use as tools to improve the image. Management approach to emphasize on students’ orientation is effective as one of strategies to create positive image of study program private university in Indonesia in this time being.

References

[22] Abdullah, Firdaus (2006), Measuring service quality in higher education: HEdPERF versus SERVPERF. Marketing Intelligence & Planning; 2006; 24, 1; ABI/INFORM Global. P. 31