



## Research Article

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# The Quality of Entrepreneurship Development Service Vocational High School: Assessment with Servqual Model

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## Abstract

The objective of this study is to find out the quality level of entrepreneurship development of the students and graduates in Vocational High School (VHS). Methodologically, this study used ServQual (service quality) with 701 respondents from seven districts with cluster sampling method. There are five instruments and dimensions in this study which are physical/tangible feature, reliability, responsiveness, credibility, and empathy. The whole data analyzed statistically by descriptive statistic and comparative analysis. The finding of this result is there is a significant difference between the respondents' reality and expectation. It turned out with the average value of respondents' expectations of the 5 (five) dimensions of entrepreneurship service quality in which it is much higher than the average value of reality/perception. Therefore, it is concluded that the level of entrepreneurship service quality is not sufficient. From the five service dimensions, tangible and interest-responsiveness got the lowest assessment. The implication of the results is that it needs reinforcement for the five dimensions of the entrepreneurship development service in order to attain competitive-graduates. Moreover, the applying of ServQual model needs to be expanded in education and entrepreneurship services.

**Keyword:** Quality of entrepreneurship service, ServQual

## 1. Introduction

The quality and competitiveness of graduates in Indonesia prepared to compete in global markets, especially in MEA (Sukardi et al., 2019; Sutrisno & Cokro, 2018). It is one of the aim of Vocational High School education which emphasizes strengthening the entrepreneurial spirit (Kemendikbud, 2018). One way to achieve it is through the implementation of entrepreneurship education (Vesper & Gartner, 1997; Von et al., 2010; Ratten & Usmanij, 2021). Entrepreneurship education has been proven to have a role in accelerating global economic prosperity (Ratten & Usmanij, 2021). In addition,

several studies have found that entrepreneurship education has a positive effect and provides a strong correlation between entrepreneurial mindsets and entrepreneurial intentions (Handayati et al., 2020; Wardana et al., 2020; Effendy et al., 2021); entrepreneurial intention in starting a business (Ahmed et al., 2020; Boldureanu et al., 2020; Hoang et al., 2021); creating opportunities (Hassan et al., 2020); foster creativity and innovation (Gundry et al., 2014); foster entrepreneurial attitudes (social efficacy, appearance, and comparative power) as well as an aspect of entrepreneurial orientation (activity) (Sabahi & Parast, 2020); need for achievement, propensity to take risks, locus of control, entrepreneurial intentions and goals (Ndofirepi, 2020). Thus, the government must continue to revitalize vocational entrepreneurship development, such as implementing a curriculum based on the Indonesian National Qualifications Framework (KKNI) which emphasizes entrepreneurial practices (Aspiani et al., 2019).

However, based on the results of previous studies, there were no significant changes related to the development of entrepreneurship in vocational schools with the implementation of the 2013 curriculum (Winarno, 2015; Handayati et al., 2020). This is due to several things, for example: 1) low support for the 8 National Education Standards (Sukardi & Wardana, 2016); 2) teachers are still in the process of adaptation (Aspiani et al., 2019); 3) the practice of learning in the classroom has a wide variety of crafts that are not relevant to the areas of expertise in VHS (Winarno, 2015); and 4) lack of facilities (Jabidi et al., 2017). It implicates to the number of students who are not accepted in the job market (Failla et al., 2017), because entrepreneurship learning has not been able to form students' entrepreneurial mindsets, creativity, critical thinking and lack of enthusiasm for the business world (Ghafar, 2020), and far from career structuring let alone future business planning (Longva et al., 2020). This causes the ratio of entrepreneurs in Indonesia gets low. Based on the Global Entrepreneurship Index, Indonesia experienced an increase in the previous year from ranking 94 to rank 75 out of a total of 137 countries (Ács et al., 2019). However, it is still relatively low when compared to countries in Southeast Asia, such as: Singapore at 9%, Thailand and Malaysia at 5%, while Indonesia is only at 3.47% of the total population (Effendy et al., 2021). This cannot be separated from the quality of vocational entrepreneurship development services which is not optimal yet (Karwati et al., 2019). As a result, VHS contributes to a fairly high open unemployment rate (BPS, 2021). For these problems, studies related to evaluating service quality are important as a reference source for revitalizing the development of vocational entrepreneurship in Indonesia.

The service quality model was developed with three groups of components, namely: 1) physical and procedural; 2) behavior; 3) and assessment (Haywood, 1988). The success of service provision begins with management's ability to properly assess client expectations (Saleh & Ryan, 1991). In educational institutions the client is defined as a student or students including graduates as service recipients. This means that satisfaction in service recipients depends on the main clients of the education (Tóth et al., 2013). In fact, based on the study of Sukardi et al. (2019) shows that the quality of education services is still relatively low. Whereas service quality is one of the main determinants of customer satisfaction (Nunkoo et al., 2017; Nunkoo et al., 2020; Alnawas & Hemsley-Brown, 2019; Hao et al., 2015). If the service quality is good, the graduates will be more competitive. Several studies have found that good service quality has a direct positive effect on customer satisfaction (Ali & Raza, 2017; Wu, 2014; Fares et al., 2013; Brady et al., 2001); student satisfaction, trust and organizational image (Sultan & Wong, 2012); student satisfaction and retention (Negricea et al., 2012); learning outcomes (Asgari & Borzooei, 2014); loyalty and motivation of students (Annamdevula & Bellamkonda, 2016) so that it impacts on the competitiveness of graduates who are ready to work, able to face challenges in the business world and take risks (Robertson & Kedzierski, 2016).

It seems that the studies above are still focused on the quality of education services, but none specifically examined the quality of vocational entrepreneurship development services in Indonesia. In determining the quality of entrepreneurship development services, it needs an applicable model namely ServQual (Parasuraman et al., 1988; Tóth et al., 2013; Yousapronpaiboon, 2014; Karwati et al., 2019; Lizarelli et al., 2021; Tumsekali et al., 2021). Apart from several service quality measurement mechanisms developed so far, the ServQual model is the most popular and widely used instrument in

determining service quality (Parasuraman et al., 1991). The Vanichchinchai (2020) study found that the quality of service on the tangible dimension in the health sector in Thailand is low because it is caused by inadequate facilities and infrastructure, while the other dimensions are still relatively good. In a previous study by Peitzika et al (2020) that the responsiveness dimension was low because the staff did not respond to customer questions at the fitness center in Greece, while the empathy, reliability, and tangible dimensions were high because they prioritized facilities and infrastructure and continued to help each other, interact and practice. In line with this study, Carman's (1990) study found that among the five dimensions, the responsiveness dimension was the lowest because the responsiveness of staff was weak in dental clinics. The results of a different study by Akdere et al (2020) that the empathy dimension is the lowest among the five dimensions in Turkish public hospitals. The study of Nekoei-Moghadam and Amiresmaili (2011) state that the level of service quality in aspects of assurance, tangible, reliability, and empathy is considered good at the Kerman Medical University Hospital, while the dimensions that are still weak are responsiveness such as service and staff responses. The results of a different study by Akdere et al (2020) that the empathy dimension is the lowest among the five dimensions in Turkish public hospitals. The study of Nekoei-Moghadam and Amiresmaili (2011) that the level of service quality in aspects of assurance, tangible, reliability, and empathy is considered good at the Kerman Medical University Hospital, while the dimension that is still weak is responsiveness such as service and staff responses. Furthermore, the study of Jiang et al (2000) that the dimensions of responsiveness and empathy are considered weak and need significant improvement, while the dimensions of assurance, tangibility, and reliability are good in terms of information system services.

The ServQual model is carried out by measuring the expectations of service users and their perceptions of service performance based on the experience gained (Parasuraman et al., 1985). In this case, the quality of services provided is based on a continuous evaluation process where students or college students and graduates compare what they received with what expectations (Grönroos, 1984; Adinegara & Putra, 2016; Clemes et al., 2013; Gupta & Kaushik, 2018; Jain et al., 2013). This model is designed to measure the components of service quality which bring the satisfaction in five dimensions according to Parasuraman et al. (1991) and Dursun et al. (2014). ServQual has not been widely used to evaluate student satisfaction in vocational entrepreneurship development. However, there are some high tendencies to use ServQual in education (Gupta & Kaushik, 2018; Silva et al., 2017; Bayraktaroglu & Atrek., 2010; Stodnick & Rogers, 2008). According to the results of the study by Uppal et al (2020) that the ServQual model is very helpful in assessing the quality of e-learning. In this study, it can be seen that the empathy dimension is very high because students feel it is better to use the local language when learning, and the second highest dimension credibility which is related to easy-to-understand content while the other dimensions need improvement (Uppal et al., 2020). The ServQual model is mostly focused on the hospitality sector (Nguyen, 2021; Lai & Hitchcock., 2016; Ali et al., 2016; Oh & Kim, 2017; Prayag et al., 2019; Sharifi, 2019; Lee & Whaley, 2019; Akbaba, 2006); accommodation (Nunkoo., 2020; Kongtaveesawas & Namwong, 2020; Nasution & Mavondo, 2008; Qu et al., 2000); health (Butt et al., 2010; Kitapci et al., 2014); pharmacy (Klongthong et al., 2020); banking (Perule et al., 2020); tourism (Koc, 2020; Kowalska & Ostreęga, 2020); restaurants (Nam & Lee, 2011). Therefore, there is a need for further research that highlights the advantages of ServQual in the context of entrepreneurship development in VHS. Thus, the main objective of this study is to evaluate the quality of vocational development services in Indonesia and to identify areas of improvement to improve the quality and competitiveness of graduates.

## 2. Method

### 2.1 Type of research

Based on the research objectives, the evaluation of entrepreneurship development service uses the ServQual method (service quality) from Parasuraman et al. (1994). The ServQual method is a model

used to measure assessment or attitudes related to service excellence or service quality (Parasuraman et al., 1988). The method to conceptualize service quality as an evaluation is by applying the disconfirmation model, the gap between expectations and service performance/achievement (Parasuraman et al., 1991; Potter et al., 1994). In this study, there are five dimensions of entrepreneurship development service quality to be examined, namely: tangible, reliability, responsiveness, credibility and empathy (adapted from: Parasuraman et al., 1991; Dursun et al. 2014).

### 2.2 Population and Research sample

This study was also conducted in the Province of West Nusa Tenggara (NTB), Indonesia, by taking 21 vocational high schools in seven district areas using cluster sampling. The cluster is based on the issue of regional economic superiority in each district, as examples West Lombok Regency (Tourism and Agriculture), West Sumbawa Regency (center of energy and mining industry), and other regencies. Three vocational high schools were taken as representatives of urban areas, suburbs, and remote areas in each district. The number of respondents who filled out the questionnaire in this study reached 701 people (more than the minimum sample which are 630 people), so that all those who filled out were involved as the unit of analysis.

### 2.3 Research Instrument

The instrument used in this study was adapted from a questionnaire developed by Dursun et al. (2014) as also adapted by Karwati et al. (2019). This questionnaire consists of 22 statements that represent 5 dimensions of service quality for entrepreneurship development (physical/tangible, reliability, responsiveness, credibility and empathy). This questionnaire is formulated in the form of a Likert scale with 5 options: (1- Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree) and presented in two models, namely aspects of perception/reality and aspects of service expectations for entrepreneurship development. The statement of the entrepreneurship development service instrument used is presented in Table 1 below.

**Table 1:** Statement of Entrepreneurial Development Service Quality Instrument

Statement	PHYSICAL/TANGIBLE FEATURE
1	Sufficient internet access which can be used properly
2	Sufficient and accessible references of entrepreneurship
3	A clear, understandable and attractive website about entrepreneurship
4	A safe and comfortable school environment
	<b>RELIABILITY</b>
5	Practical learning (example: case studies, project based learning)
6	Group work in practicing entrepreneurship
7	Compete for rewards like: titles, skills, incentives etc.
8	Students interact with school officials and other students
9	Offers selective subjects to strengthen careers as entrepreneurs
	<b>INTEREST-RESPONSIVENESS</b>
10	School officials assist students to solve urgent problems
11	School officials should attend in every entrepreneurial programs
12	School officials organize of all student affairs in the entrepreneurial learning process
13	Library staff should provide requests and needs of students immediately
	<b>CREDIBILITY</b>
14	Entrepreneurship learning is taught by teachers/practitioners who are experts in their fields
15	Well-prepared entrepreneurship materials
16	Entrepreneurship material is delivered clearly
17	Entrepreneurship teachers/practitioners present fair assessment

18	Entrepreneurial teachers/practitioners have extensive experience
19	Subjects related to entrepreneurship are taught by teachers who have at least a bachelor's degree
	<b>EMPATHY</b>
20	Entrepreneurship teachers advise students' career plans
21	Entrepreneurship teachers help students to complete their studies well
22	Providing entrepreneurship consulting service for students' work prospect

#### 2.4 Data Analysis Technique

The data collected were analyzed by comparative analysis. This is done by comparing the expectations (graduates) of the five dimensions of entrepreneurial service quality before receiving the quality of services provided. If the quality of service they receive meets their expectations, it can be concluded that the entrepreneurial service has quality. Statistical analysis was accompanied by normality using the Kolmogorov-Smirnov test. If it does not meet the analysis requirements, then non-parametric analysis techniques are used. The whole analysis uses computerized assistance with SPSS program version 25 for Windows.

### 3. Results and Discussion

#### 3.1 Validity and Reliability Instrument

Examining the quality of entrepreneurship development service in this study includes validity and reliability test. The experimental instrument was conducted by involving 40 respondents outside the research sample. This validity used moment product correlation analysis, both for "reality" and "expectation" aspect. The correlation coefficient for dimensions Physical/Tangible Feature is (Reality: 0.656, 0.692, 0.821, 0.714; Expectation: 0.696, 0.769, 0.826, 0.757), Reliability (Reality: 0.733, 0.653, 0.736, 0.868, 0.812; Expectation: 0.781, 0.749, 0.808, 0.873, 0.821), Interest-Responsiveness (Reality: 0.895, 0.896, 0.794, 0.757; Expectation: 0.908, 0.899, 0.821, 0.796), Credibility (Reality: 0.888, 0.938, 0.823, 0.902, 0.879, 0.888; Expectation: 0.907, 0.924, 0.861, 0.896, 0.870, 0.861), and Empathy (Reality: 0.658, 0.673, 0.522; Expectation: 0.742, 0.733, 617). The correlation coefficient value is above the r table at a significance of 5%, so that all instrument items are declared valid. For the reliability test, Cronbach's alpha test ( $\alpha$ ) was used with criteria above 0.700 (Nunnally, 1978). The test results show that the entire instrument meets the reliability (Table 2).

**Table 2:** Instrument Reliability Test Results

EL Components	Number of Items	Cronbach $\alpha$	
		Reality	Expectation
Physical/Tangible Feature	4	.782	.869
Reliability	5	.869	.938
Interest-Responsiveness	4	.887	.934
Credibility	6	.959	.960
Empathy	3	.750	.840

**Source:** Primary Data Processing

#### 3.2 The Quality of Entrepreneurship Development Service

The level of entrepreneurship development service quality level for Vocational High Schools is obtained through a comparison test between reality and respondents' expectations. Before the test, the analysis requirement test was conducted, especially the data normality test using the

Kolmogorov-Smirnov test. As a general rule, if the probability value is greater than 0.05, then the study data related to the quality of entrepreneurship development service is declared to be normally distributed. Based on the results of the analysis (Table 3), the probability value is below 0.05, so the study data is not normally distributed. Due to that basis, the data were analyzed using non-parametric statistics (Mann Whitney U Test).

**Table 3:** Data Normality Test Results

Quality Component	Reality Score or Expected Score	N	Kolmogrov-Smirnov		Conclusion
			Statistic	Sig.	
Physical/Tangible Feature	Reality	701	.108	.000	Not normally distributed
	Expectation	701	.179	.000	Not normally distributed
Reliability	Reality	701	.117	.000	Not normally distributed
	Expectation	701	.179	.000	Not normally distributed
Interest-Responsiveness	Reality	701	.100	.000	Not normally distributed
	Expectation	701	.195	.000	Not normally distributed
Credibility	Reality	701	.140	.000	Not normally distributed
	Expectation	701	.194	.000	Not normally distributed
Empathy	Reality	701	.131	.000	Not normally distributed
	Expectation	701	.194	.000	Not normally distributed

**Source:** Primary Data Processing

The results of the Kolmogorov-Smirnov analysis showed that the data were not normally distributed, so the analysis was conducted using non-parametric statistics (Mann Whitney U Test). The results of the comparative analysis between reality and expectations on each dimension of the quality of entrepreneurship development service are summarized in Table 4 below.

**Table 4:** Summary of Comparative Test Results of Entrepreneurship Development Service Quality between Expectations and Reality

EL	Dimension	N	Mean Rakn	Mean	sd	Mean Diferent	Z value	Sig.
Physical/Tangible Feature	Reality	701	580.23	12.67	4.546	-2.55	-11.274	.000
	Expectation	701	822.77	15.22	5.198			
Reliability	Reality	701	602.87	16.64	5.798	-2.40	-9.171	.000
	Expectation	701	800.13	19.04	6.483			
Interest-Responsiveness	Reality	701	590.61	12.90	4.614	-2.30	-10.335	.000
	Expectation	701	812.39	15.20	5.302			
Credibility	Reality	701	621.31	21.00	7.415	-1.86	-7.477	.000
	Expectation	701	781.69	23.09	8.001			
Empathy	Reality	701	607.05	10.07	3.652	-1.41	-8.844	0.000
	Expectation	701	795.95	11.48	4.037			

**Source:** Primary Data Processing

Based on the results of the analysis as shown in Table 4, it shows that the quality of entrepreneurship development service at the Vocational High Schools level is not suitable. The quality of entrepreneurial service provided has not provided satisfaction to clients (students and graduates). School has not provided a good environment for learning entrepreneurship for students. In the context of learning, for example, students have not had much practical experience in learning entrepreneurship, the teacher is not from scientific field who is capable to develop entrepreneurial competencies and also the limited practical space and insufficient workshop space for selling

product. Moreover, the reference books and internet access have not been fully provided properly due to various limitations. The result of the study shows that physical/tangible features get the lowest rating, followed by interest-responsiveness, reliability, empathy, and credibility.

One of the aims of vocational high schools in Indonesia is to prepare competitive graduates who accepted in the job market or to develop a start-up business (entrepreneurship). However, these two indicators still leave problems in Indonesia where vocational high schools graduates have the highest unemployment rate reaching 23.88% (BPS, 2021). Therefore, reinforcing the graduates to become entrepreneurs is the main instrument to answer these problems. The graduates who have entrepreneurial mindset are capable to exist in business. It is because they have creative thinking, attitudes and beliefs to seize an opportunity (Pfeifer et al., 2016; Hassan et al., 2020); have ideas and inspiration in wider environment (Naumann, 2017; Ndofirepi, 2020; Gundry et al., 2014). The problem is that school has not fully provided an entrepreneurial environment (Karwati et al., 2019; Sukardi, 2017). Competence, enthusiast and entrepreneurial intentions achieve when the school provides quality service to strengthen entrepreneurship.

In the economic context, the service quality according to Deming (Dursun et al., 2014) is related to consumer satisfaction with the company's product/service. Long before, Parasuraman et al. (1985) limits the quality of service related to the gap between expectation and perception of the service provided by the institution. In the context of entrepreneurship development, this is reflected by the difference between expectations and reality, so Sallis (1993) mentions quality is fitness purpose. In this study, the quality of entrepreneurship development service was measured and adapted from the point of view of Parasuraman et al. (1991) which was later developed by Dursun et al. (2014) which states that service quality is a comparison between what consumers expect when deciding/decided to take part in an educational program offered by an educational institution with the perception/reality which is experienced after receiving the service provided by the education administrator. This result can be used as a reference in determining the quality of product and service in improving service quality. At least, there are five aspects of service quality as developed by Dursun et al. (2014), namely physical features/tangible, reliability, readiness/responsiveness, trust/credibility and empathy.

The quality of entrepreneurship development the service is also assessed through the five dimensions because these affect service quality. The result of the study indicates clients' dissatisfaction with the five service dimensions. The perception or reality obtained is under the average clients' expectation (graduates). From the five dimensions, tangible and interest-responsiveness are the aspects with the lowest level of clients' satisfaction. The unrepresentative references (such as books, journals, articles, electronic database, etc.), the availability of the minimum standard of facilities and also the cleanliness and tidiness have become clients' focus. The cause of dissatisfaction at the tangible level is the insufficient service provided such as the appearance of physical facilities, quality of the equipment, communication materials, and others. It makes the learning comfort (academic atmosphere) will be disturbed. Whereas the tangible dimension is the most important dimension to decrease the gap of the service satisfaction in higher education (Yousaprobpaiboon, 2014). The result of this study is similar to previous studies which found that the tangible dimension had the highest gap and did not meet the expectations (Meybodi, 2012), and the tangible dimension had the greatest impact on the quality of service in engineering school in Morocco (Goumairi & Aoula, 2020 ). In contrast, Wael's (2015) research found that the tangible dimension actually had the best satisfaction, while the responsiveness dimension had the worst satisfaction for students at the Pavia University, Italy. Kassim and Abdullah (2010) emphasized that non-academic services like the facilities are the key to support academic activities. It is confirmed by the findings of Tosun and Başgöze (2015) that the dimension which can increase the satisfaction level of most clients' is the Tangibles dimension. It means the improvements to the physical condition and software equipment can increase the level of clients' satisfaction significantly. In line with it, research by Narang (2012) also shows that the tangible aspect is important because physical conditions and facilities are the main elements in comfortable learning. The low level of satisfaction on the tangibility dimension confirms the findings of Sardar Amjad and Ali in Pakistan (2016), moreover it is



considered not to have a relationship with service quality. The study of Bozbay et al. (2020) that five dimensions of service quality are very low in Turkey University according to the perception of international students, starting from the lowest; tangible, assurance, empathy, reliability, and responsiveness.

Likewise, the interest-responsiveness dimension, school has not provided optimal assistance in dealing with students' problems and needs for entrepreneurship. This finding is in line with Goumairi and Aoula (2020) who found that the responsiveness dimension was the lowest dimension after the tangible dimension for students at engineering high school in Morocco. This finding is also in line with Tosun and Başgöze (2015) who place responsiveness as the dimension with the lowest service quality. Palli and Mamilla (2012) also show that the responsiveness dimension is still weak in India. The findings of Dursun et al. (2014) and Saleem et al. (2017) also place the responsiveness dimension as the service with the lowest level of satisfaction. However, other dimensions also present low achievement. The reliability dimension also shows that the entrepreneurial service provided is not suitable, not accurate enough and less reliable than what was promised, so that it influences the clients' trust to the institution. Entrepreneurship learning that relies too much on textbooks is not suitable for vocational high schools students, so it needs practice orientation in the process of entrepreneurship learning. However, these aspects have low performance based on clients' perception. They need comprehensive facilities such as the latest references, arrangement of school portal and web, practice-oriented subjects, and future carrier oriented subject. In entrepreneurship development, students expect to learn materials and processes that are directed at practice (in the form of cases or project based learning), group work, practice-oriented learning, given the opportunity to interact with school ranks and the industrial world. According to the study of Eltanahy et al. (2020) that practice-oriented entrepreneurship learning can foster students' enthusiasm in managing career. However, the quality of entrepreneurship development service has not yet been achieved, allegedly due to the weak competence and commitment of managers; weak functions of socialization, coordination, assistance, and supervision of related educational institutions; lack of synergistic partnerships and cooperation with limited liability companies or the like; the learning process is not implemented properly; etc.

These results seem to be different from conditions in several countries such as Slovenia, Croatia, and Hungary as found by Štimac dan Šimić (2012), in Malaysia as found by Seng and Ling (2013), although in different aspect and level of education. Moreover, the results of the study by Štimac dan Šimić (2012) found that educational institutions in those places have good potential for market competition, due to the achievement of management standard, educators, learning resources/infrastructure, cooperation between similar institutions, and others. The research conducted by Palli and Mamilla (2012) also ensures a good level of service quality in the aspect of assurance, reliability, tangibility, and empathy in India, although the responsiveness aspect is still weak. Furthermore, the study of Rasli et al (2016) that Turkish students consider the service quality of the five dimensions at the University of Lithuania to be higher than in Malaysia. On the other hand, Akhlaghi et al (2012) traced educational service provided by technical and vocational university in Iran which identified that service quality was low on the dimensions of responsiveness and assurance while the other three dimensions were quite good. Furthermore, according to El Alfy and Abukari (2020) that the quality of company service is highly upheld for the satisfaction of postgraduate students so that they can be competitive due the support of sufficient access, academic services, academic facilities, infrastructure and supportive environment and good references as well. Research by Eser and Birkan (2005) states that physical condition greatly affects service quality, and this study finds that physical conditions in private universities is better than physical conditions in public universities.

#### 4. Conclusion

Based on the discussion above, it can be concluded that the results of non-parametric statistical tests on five aspects of entrepreneurship development service quality, physical features/tangible,



reliability, readiness/responsiveness, trust/credibility and empathy indicate there is a difference between what is felt or reality and the expectations of respondents. The average value of respondents' expectations of the five aspects of service quality is much higher than the average value of reality. In conclusion, the level of entrepreneurship development service quality is not good/optimal. From the five dimensions, tangible and interest-responsiveness are the dimensions with the lowest achievements in which the priority of improvements is needed to improve the quality of entrepreneurship development service. This finding cannot be separated from the use of the ServQual model as a good instrument in measuring and determining the quality of entrepreneurship development service.

Based on these findings, the implications are: (1) practically, it is recommended for vocational institutions to strengthen and improve the quality of entrepreneurship development service, including aspects of physical features/tangible, reliability, readiness/responsiveness, trust/credibility and empathy. In addition, the whole dissemination of the results, especially to policy makers, is important for efforts to solve the quality of entrepreneurship service; (2) theoretically, the ServQual model is a good choice to evaluate the quality of entrepreneurial service. Therefore, this study will become a reference to be followed up by expanding the scope, variables, and others.

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