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## **DJ MODEL: A MODEL OF SERVICE RECOVERY FOR STUDENT SATISFACTION USING DISTRIBUTIVE, INTERACTIONAL AND PROCEDURAL APPROACHES**

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### **Abstract**

*A failure in service will result in customer dissatisfaction. Unfortunately, not all unsatisfied consumers are willing to convey their complaints to the service provider concerned, but they switch to another service instead. This study is conducted at private universities in East Java, Indonesia which include Universitas, Institut, and Sekolah Tinggi with the category of Excellent, Favorite and Non-Favorite. To support the completeness of the data, this study involves 75-80 students per university. Purpose of research: 1) the relationship and the effect of justice perceptions, with the dimensions of distributive justice (DJ), interactional justice (IJ) and*

*procedural justice (PJ), on satisfaction, 2) the relationship and the effect of satisfaction on trust, word of mouth and loyalty, and 3) the relationship and the effect of the dimensions of distributive justice, interactional justice and procedural justice on trust, WOM and loyalty directly and indirectly mediated by satisfaction. The results show universities category of excellent, DJ has positive effect on student satisfaction at Universitas and Institut, but DJ has no effect on student satisfaction at Sekolah Tinggi. PJ has positive effect on student satisfaction at Universitas and Sekolah Tinggi, but PJ has no effect on student satisfaction at Institut. IJ has positive effect on student satisfaction at Sekolah Tinggi, but IJ has no effect on student satisfaction at universitas and institut. Universities with category of favorite, DJ has positive effect on student satisfaction at Universitas, Institut and Sekolah Tinggi. However, PJ has positive effect on student satisfaction at Institut only, while at Universitas and Sekolah Tinggi, PJ has no effect on student satisfaction. Universities with category of non-favorite, DJ has positive effect on student satisfaction at Universitas, Institut, and Sekolah Tinggi. However, PJ has positive effect on student satisfaction at Universitas only, while at Institut and Sekolah Tinggi, PJ has no effect on student satisfaction.*

**Keywords:**

Distributive Justice, Interactional Justice, Procedural Justice, Trust, WOM, and Loyalty

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## **1. Introduction**

This is an indisputable fact that a very tight competition among universities, especially for the private universities, has forced the management of the universities to make a lot of new breakthroughs not only to attract prospective students but also to give satisfaction to the students in teaching and learning process. Such breakthroughs are always communicated to build the image of the universities. But sometimes, what they have communicated does not correspond to reality.

Ombudsman of the Republic of Indonesia noted that the highest level of public complaint against the poor public services of ministries and agencies is addressed to the Ministry of Education and the Ministry of Health. Most public complaints take place in the ministries and agencies whose services are directly in contact with the public. The Ministry of Education held the first place and the second place was held by the Ministry of Health. The complaints against

these two state institutions came from both individual and public. (Indonesiainfrastructure news.com, 2014 April 21)

The student complaint is about the attitude of the lecturers in addressing some of the issues, such as time discipline. When a student comes late, he is not allowed to enter the class, as the punishment. But when a lecturer comes late, he does not get any sanction or punishment. In the mastery of course material, some lecturers sometimes do not have up to date discussion on the subject they handle (Edukasi kompasiana.com 2011 April 18).

Students get difficulty in handling the trinkets of campus requirements, from making student ID card to preparing academic documents. It happens because some employees or lecturers in the campus often make students face difficulties in the process of obtaining the documents. The students become lazy to fulfill their campus requirements just because they are made dizzy and even sometimes swayed by certain employees and lecturers (suarakomunitas.net, 2014 April 18).

Not all of the student's disappointments in the academic process and services are expressed in the form of complaints, except for those who truly expect an improvement in their campus. It can be said that the students who submit their complaint are those who actually care for the campus. Therefore, they should be treated well. The complaints submitted should be welcomed, respected, and accommodated well and get the follow up soon.

Student satisfaction is necessary for the survival of the university, especially for private university. In practice, the failure in service is often unavoidable due to human and non-human error. Failure in performing these services inevitably leads to the dissatisfaction of the students. Customer satisfaction can provide several benefits, such as making the relationship between the company and customers harmonious, providing a good foundation for repurchases and giving recommendations by word of mouth (WOM), which is the basis of the creation of customer loyalty (Kana, 2001).

Of the nineteen factors that become the ratings of the service satisfaction, there are several basic factors of service satisfaction at Sekolah Tinggi Ilmu Ekonomi (STIE) Perbanas, such as lectures / practicum with a good rating of 64%; leadership element with a good rating of 62%; the comfort of the classroom with a good rating of 59%; the presence of lecturers with a good rating of 59% (Soni, 2011). If there is a match between the image of STIE Perbanas and

their experience and interaction with STIE Perbanas, it will also increase their trust and confidence to recommend STIE Perbanas to others. (Soni, 2012)

Empirical evidence shows that not all unsatisfied consumers are willing to submit their complaints to the manufacturers or service providers. The research (Singh & Pandya, 1991) found that the complaint is not conveyed to the service provider but to a third party. Research (Dick & Basu, 1994) found that the consumers switch to another product or brand instead subsequently. In his research found that when consumers get good service recovery, they tend to perceive it as a high level of justice, and thus creating positive attitude and possibly increases the intention to re-purchase in the future. Conversely, those who experience a very low recovery service will perceive it as low level of justice (Gustaffson, 2009).

The question is 'How and what are good recovery services that can accommodate the student complaint? (Mattila, 2001) stated that, in theory, the service recovery can use the following approaches: (1) Distributive Justice, consisting of distributive, interactional and procedural dimensions; (2) Service Failure Theory, namely individual and situational; and (3) Customer loyalty.

The focus of this research is the service failure that impacts on dissatisfaction which is eventually expressed in the form of complaints, this study also produces findings on how the respond of the students when they get unsatisfied service at school. This study also reveals the students' perceptions on services in various ways, such as academic, infrastructure, teaching and learning process and administration related to employees and lecturers.

## **2. Theoretical Framework and Hypothesis Development**

Customer satisfaction is very important for the survival of an organization. Therefore, every effort should be made so that customer satisfaction can be fulfilled. However, (Parasuraman & Berry, 1985) revealed that the customer's expectation is dynamic, because it can change from one customer to another.

Since it is dynamic, each person has a different perception in response to something. Customers have different expectations. According to (Zeithaml et al., 1993), customer's expectation acts as a standard to be compared with the actual service experience, and then the evaluation and the comparison will produce satisfaction or dissatisfaction. In line with the above

opinion, (Oliver, 1980) stated that in setting service it is called *confirmation-disconfirmation theory*. *Confirmation* occurs when the expectation is in line with the actual performance of the service provider. If the actual performance exceeds the expectations, and creates satisfaction, it is called *positive disconfirmation*. Conversely, if the actual performance is worse than the expectation, and creates dissatisfaction, it is called *negative disconfirmation*.

One of the customer dissatisfactions is caused by the service failure which is frequently unavoidable. It could happen due to human error or non-technical factors. As a result, there appear customer complaints or broken relationship between customers and service providers that ultimately create negative word of mouth. For an organization, it is a great advantage if customers are willing to submit their complaints, because as stated by (East, 2000) complaints submitted by customers can provide benefits to organizations, among others: the organization has a chance to overcome dissatisfaction, to eliminate negative comments expressed by customers to the others, to gain useful market information, and to retain customers.

Service recovery refers to the actions taken by the service provider to resolve customer complaints regarding the failure perceived in the service (Grönroos, 1988). In line with the above opinion, (Lovelock, 2001) suggested that service recovery is an action taken by the service provider to resolve complaints that occur as a result of the failure in giving services and to maintain the customer's goodwill.

Kinds of service recovery to address the failure of the service can vary, as stated by (Kelley et al., 1993), such as by paying compensation, giving discounts, improving services, providing free goods or services, and asking for an apology. Kinds of service recovery as recommended by (McDougall & Levesque, 2000) are by providing tangible compensation and building interaction between the employees of the service provider and the customer to influence customer perception on the service recovery.

Theoretically, service recovery can use the following approaches: (1) Distributive Justice (DJ), which consists of distributive, interactional and procedural dimensions; (2) Service Failure Theory, that is individual and situational; and (3) Customer Loyalty, (Mattila, 2001). (Tax & Brown, 2000) explained that the distributive justice becomes the dominant reference in the analysis of service recovery. Procedural justice focuses on "the justice perceived from policies, procedures, and criteria used by decision makers on the results of a dispute or negotiation" Ah-

Keng Kau & Elizabeth Wan-Yiun Loh, 2006).

(Seider & Berry, 1998) in their scientific publication at the *Academy of Management Executive* stated that "distributive justice can be seen from the decisions and the allocation of the results. The type of distributive justice is in the form of respect for business partners in business transactions and the equality for business partners in obtaining the same results, as well as the needs of each business partner. There are several aspects that need to be considered in the distributive justice with procedural dimension, such as consistent, no bias, accurate, correct, representative and ethical. Further (Seider & Berry, 1998) explained that the distributive justice with interactional dimension has interpersonal behavioral traits, such as respect, honest, polite and professional. Interpersonal behavior is in the form of trust which is the core in business transaction. Trust, in this case, becomes the balance for the risk and uncertainty of business services in order to maintain customer loyalty.

### **3. Research Method**

The type of this research is a confirmatory study, the study with the aim to answer research questions and to test hypotheses with quantitative approach, (Cooper & Schindler, 2006). The study design used is a questionnaire survey using many sources of data as the basis for conducting analysis and making conclusions on the results of the study.

The measurement of the justice perception construct is using three items of measure adapted from (Mattila, 2001); (1) Distributive Justice (DJ); (2) Interactive Justice (IJ) and (3) Procedural Justice (PJ). The measurement of trust, WOM and loyalty adapted from (Ah-Keng Kau & Elizabeth Wan-Yiun Loh, 2006).

The population in this study is private universities in East Java. To facilitate sampling, the population is grouped as follows: (1) Category of Universitas: UMM (Excellent), UKP (Favorite) and UTG (Non-favorite) (2) Category of Institut: ITN "M" (Excellent), IKIP PGRI "M" (Favorite) and IKIP "WD" (Non-favorite) (3) Category of Sekolah Tinggi: STIE "P" (Excellent), STIE "S" (Favorite) and STIE "A" (Non-favorite).

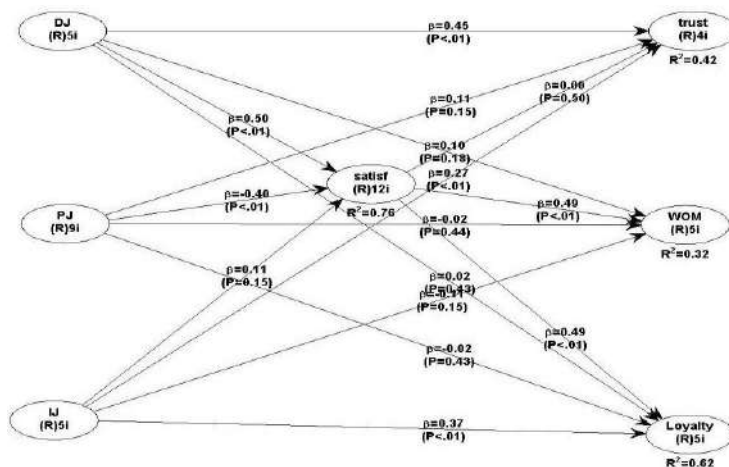
The samples used in this study are 75-80 students per university or equals to 675. The sampling technique is using accidental sampling technique, which is based on the coincidence. The data collecting in this study is done using techniques and procedures as follows: 1)

questionnaires are the main instrument in collecting the data; 2) He questionnaires are distributed to students of the 9 private undergraduate schools, 3) preceded by 30 questionnaires to test the validity and reliability. The results obtained from the validity test are all items / indicators of the variable of distributive justice (DJ), satisfaction, trust, WOM and loyalty are said valid and all the variables are said reliable. The data analysis in this study is using multiple regression approach WarpPLS software.

## 4. Result and Discussion

### 4.1. Direct and Indirect Effect of Each Variable at Private Undergraduate Schools with the Category of Excellent

Figure 1 below is an illustration of DJ models using WarpPLS software at a university (UMM) with the category of excellent.



**Figure 1:** Illustration of DJ Model for Universitas with Category of Excellent (UMM)

From the 3 universities with category of excellent, the direct effects which have similarities are as follows: (1) the first similarity, the IJ variable of the 3 private universities has positive effect on trust. This similarity is related to the statements of the employee gives adequate attention to the customer when there is an error in providing services, the employee shows good attitude to customer as handling the complaint of the service fault, the employee is communicative as handling customer complaints, the employee respects the customers as dealing with customer complaints, which can ultimately improve trust to all students. (2) The second

similarity, there are only 2 private universities whose variables have positive effect. They are: (a) DJ → satisfaction (UMM and ITN”M”); (b) PJ → satisfaction (UMM and STIE”P”); (c) DJ → WOM (ITN”M” and STIE”P”); (d) IJ → loyalty (UMM”M” and STIE”P”). (3) The third similarity, of the three private universities, there are variables that have no effect: (a) PJ → trust; (b) PJ → loyalty; and (c) IJ → WOM.

It is interesting to observe when the variables of DJ, PJ and IJ have no effect on trust, WOM and loyalty. This is in contrast with previous studies. (Gustaffson, 2009) in his research found that when consumers get good service recovery, they tend to perceive a high level of justice, thus creating positive attitude as well as the possibility of increasing the intentions to re-purchase in the future. Conversely, those who experience a very low recovery service will perceive lower justice.

From the 3 universities with category of excellent, the indirect effects which have similarities are as follows: (1) The first similarity, there are 2 schools whose variables of DJ, PJ, and IJ have an effect on trust, WOM, and loyalty mediated by satisfaction, with the lines: (a) DJ → Satisfaction → loyalty (UMM”M” and ITN”M”); (b) PJ → satisfaction → WOM (UMM”M” and STIE”P”); and (c) PJ → satisfaction → loyalty (UMM”M” and STIE”P”). (2) The second similarity, the DJ, PJ and IJ variables of the 3 private undergraduate schools have no affect on trust, WOM and loyalty mediated by satisfaction, with the lines: DJ → satisfaction → trust.

This result is contrary to the result of previous study. (Seider & Berry, 1998) explained that the Distributive Justice (DJ) with interactional dimension has interpersonal behavioral traits like respect, honest, polite and professional, and according to the interpersonal behavior in the form of trust which becomes the core of the business transaction. Trust, in this case, is to balance the risk and uncertainty of business services in order to maintain customer loyalty.

#### **4.2. The Summary of the Direct and Indirect Effect of Each Variable at Private Universities with the Category of Favorite.**

The summary of the analysis results of both direct effect of each variable at private universities with the category of favorite as follows: (1) the first similarity, the DJ variable of the 3 private undergraduate schools has positive effect on satisfaction and trust. The similarities, including fair on performance received; satisfied with the compensation received; the handling is in line with the compensation received; and the compensation is in line with the expectations,



could ultimately increase customer satisfaction and trust to all students. (2) The second similarity, there are only 2 private universities whose variables have positive effect, they are: (a) IJ  $\rightarrow$  satisfaction (UKP and STIE”S”); and (b) DJ  $\rightarrow$  Loyalty (IKIP”M” and STIE”S”).

It can be concluded that from the two private undergraduate schools, the DJ variable (which includes fair on performance received; satisfied with the compensation received; the handling is in line with the compensation received; and the compensation is in line with the expectations) and the IJ variable (the employee gives adequate attention to the customer when there is an error in providing services, the employee shows good attitude to customer as handling the complaint of the service fault, the employee is communicative as handling customer complaints, the employee respects the customers as dealing with customer complaints) have positive effect on student satisfaction and loyalty. (3) The third similarity, from the 3 private schools, there are three variables which have no effect, they are: (a) PJ  $\rightarrow$  trust; (b) PJ  $\rightarrow$  WOM; (c) IJ  $\rightarrow$  trust; and (c) IJ  $\rightarrow$  loyalty

For the private universities with the category of favorite, the variables that do not have an effect are greater than those for the private universities with the category of excellent. It is interesting to observe when PJ and IJ have no effect on trust, while PJ has no effect on WOM, and IJ has no effect on loyalty. These results contrast with the research conducted by (Gustaffson, 2009) that found when the consumers get good service recovery, they tend to perceive a high level of justice, creating positive attitude as well as the possibility of increasing the re-purchase intentions in the future.

From the 3 private universities with the category of favorite, the indirect effects which have the similarity are: (1) The first similarity, the DJ variable of the 3 private universities has an effect on trust and WOM mediated by satisfaction: (a) DJ  $\rightarrow$  satisfaction  $\rightarrow$  trust (UKP, IKIP”M” and STIE”S”); and (b) DJ  $\rightarrow$  satisfaction  $\rightarrow$  WOM (UKP, IKIP”M” and STIE”S”). This result is in line with the previous research result. Tax and Brown (2000) stated that DJ becomes the dominant reference in the service recovery analysis. (2) The second similarity, there are 2 private universities in which there are two lines that have positive effect, they are: (a) DJ  $\rightarrow$  satisfaction  $\rightarrow$  loyalty (UKP and STIE”S”); (b) IJ  $\rightarrow$  satisfaction  $\rightarrow$  trust (UKP and STIE”S”); (c) IJ  $\rightarrow$  satisfaction  $\rightarrow$  WOM (UKP and STIE”S”); and (d) IJ  $\rightarrow$  satisfaction  $\rightarrow$  loyalty (UKP and STIE”S”). (3) The third similarity, the PJ variable of the 3 private universities has no effect on

loyalty mediated by satisfaction. That is for the line of  $PJ \rightarrow \text{satisfaction} \rightarrow \text{loyalty}$ .

#### **4.3. The Summary of the Direct and Indirect Effect of Each Variable at Private Universities with the Category of Non-Favorite**

Summary of the analysis results of both direct effects of each variable at private universities with the category of non-favorite as follows: (1) the first similarity, only the DJ variable of the 3 private universities that has positive effect on satisfaction. The DJ indicators, fair on performance received; satisfied with the compensation received; the handling is in line with the compensation received; and the compensation is in line with the expectations, could ultimately increase customer satisfaction and trust to all students. This aspect is very noteworthy because the respondents' identities are known from the two schools, in which they are from the family members whose parents have less capability in income. (2) The second similarity, there are only 2 private universities whose variables have positive effect, they are: (a)  $DJ \rightarrow \text{trust}$  (IKIP"WD" and STIE"A"); (b)  $DJ \rightarrow \text{WOM}$  (UTG and STIE"A"); and (c)  $IJ \rightarrow \text{trust}$  (UTG and IKIP"WD"). From the two private universities, the DJ variable (fair on performance received; satisfied with the compensation received; the handling is in line with the compensation received; and the compensation is in line with the expectations) and the IJ variable (the employee gives adequate attention to the customer when there is an error in providing services, the employee shows good attitude to customer as handling the complaint of the service fault, the employee is communicative as handling customer complaints, the employee respects the customers as dealing with customer complaints) have positive effect on student's trust and WOM. (3) The third similarity, from the 3 private universities, there are 5 variables that have no effect, they are: (a)  $IJ \rightarrow \text{satisfaction}$ ; (b)  $PJ \rightarrow \text{trust}$ ; (c)  $PJ \rightarrow \text{WOM}$ ; (d)  $PJ \rightarrow \text{loyalty}$  and (e)  $IJ \rightarrow \text{WOM}$ . For the private universities with the category of non-favorite, there are even more variables that have no affect than those of the private universities with the category of excellent and favorite. It is interesting to observe when PJ variable has no effect on trust, WOM, and loyalty, and IJ variable has no effect on satisfaction and WOM. These results contrast with the research conducted by (Gustaffson, 2009) that when consumers get good service recovery, they tend to perceive a high level of justice, thus creating positive attitude as well as the possibility of increasing the re-purchase intentions in the future.

From the 3 private universities with the category of non-favorite, the indirect effects that

have similarity are as follows: (1) The first similarity, there are 3 private universities, in which their DJ variables have an effect on WOM mediated by satisfaction. The lines are: DJ → satisfaction → WOM (UTG, IKIP"WD" and STIE"A"). This result is in line with the previous research. (Tax & Brown, 2000) stated that DJ becomes the dominant reference in the service recovery analysis. (2) The second similarity, there are 2 private universities, in which there are 2 lines that have positive effect. They are: DJ → satisfaction → loyalty (IKIP"WD" and STIE"A"). (3) The third similarity, from the 3 private universities in which their DJ, PJ and IJ variables have no effect on loyalty mediated by satisfaction.

## **5. Conclusion and Suggestion**

### **5.1. Conclusion**

Based on the analysis described in the previous section, it can be concluded as follows:

- The DJ model framework on the service recovery of the student satisfaction for each category of private universities is as follows: (a) for the private universities with the category of excellent, at Universitas and Institut, DJ has positive effect on student satisfaction. But at Sekolah Tinggi, DJ has no effect on satisfaction. While, PJ at Universitas and Sekolah Tinggi has positive effect on satisfaction, but at Institut, it has no effect on satisfaction. IJ at Sekolah Tinggi has positive effect on satisfaction, but at Universitas and Institut, IJ has no effect on student satisfaction. (b) For the private universities with the category of favorite, DJ has positive effect on student satisfaction at the three kinds of universities. PJ has positive effect on satisfaction at Institut, but it has no effect on satisfaction at Universitas and Sekolah Tinggi. (c) For the private universities with the category of non-favorite, DJ has positive effect on student satisfaction at the three kinds of universities. PJ has positive effect on satisfaction at Universitas, but it has no effect on satisfaction at Institut and Sekolah Tinggi.
- The effect of satisfaction on trust, word of mouth (WOM) and loyalty for each category of private universities are as follows: (a) For the private universities with the category of excellent, satisfaction has positive effect on trust at Sekolah Tinggi, but not at Universitas and Institut. Satisfaction has positive effect on WOM at Universitas and Sekolah Tinggi but not at Institut. Satisfaction has positive effect on loyalty at the three kinds of universities. (b) For the private universities with the category of favorite, satisfaction has positive effect on

trust and WOM at the three kinds of private universities, while satisfaction has positive effect on loyalty at Universitas and Sekolah Tinggi but not at Institut. (c) For the private universities with the category of non-favorite, satisfaction has positive effect on trust at Sekolah Tinggi, but not at Universitas and Institut. Satisfaction has positive effect on WOM at all three kinds of universities. Satisfaction has positive effect on loyalty at Institut and Sekolah Tinggi, but not at Universitas.

- The students' perceptions on DJ, PJ, and IJ at each category of private universities are as follows: (a) For the private universities with the category of excellent, at Universitas, DJ and PJ have positive effect on the service recovery, but IJ has no effect on the service recovery. While at Institut, DJ has positive effect on the service recovery, but PJ and IJ have no effect on the service recovery. At Sekolah Tinggi, DJ has no effect on the service recovery, while PJ and IJ have positive effect on the service recovery. (b) For the private universities with the category of favorite, at Universitas, DJ and IJ have positive effect on the service recovery, but PJ has no positive effect on the service recovery. At Institut, DJ and PJ have positive effect on the service recovery, but IJ has no effect on the service recovery. While at Sekolah Tinggi, DJ and IJ have positive effect on the service recovery, but PJ has no positive effect on the service recovery. (c) For the private universities with the category of non-favorite, at Universitas, DJ and PJ have positive effect on the service recovery, but IJ has no effect on the service recovery. At Institut and Sekolah Tinggi, DJ has positive effect on the service recovery, but PJ and IJ have no effect on the service recovery.
- The main factor of the justice perception on the service recovery at each category of private universities is as follows: (a) For the private universities with the category of excellent; at University, the factors: satisfied with the compensation; not given the opportunity to convey problems; and communicative employee. At Institut, the factors: fair on performance received; easy to voice complaint; and employee respects when handling complaint. While at Sekolah Tinggi, the handling is in line with the compensation received; compensation received is in line with the expectation; complaint process is accessible; and respect as handling complaint. (b) For the private universities with the category of favorite; at Universitas, the factors: compensation received is in line with the expectations; not given the opportunity to convey problems; and employees respect when handling complaints. At

Institut, the factors: satisfied with the compensation received; not given opportunity to convey problems; and communicative when handling complaint. While at Sekolah Tinggi, the factors: the handling is in line with the compensation received; and compensation received is in line with the expectations, factors of hard for me to figure out to whom to complain, they listen to all complaints and provide adequate attention to me when things go wrong. (c) For the private universities with the category of non-favorite: at Universitas, the factors: satisfied with the compensation received; very slow in responding to complaints; and employees respect when responding to complaints. At Institut, the factors: satisfied with the compensation received, not given opportunity to convey problems; and respect when dealing with complaints. While at Sekolah Tinggi, the factors: compensation received is in line with the expectations; they listen to all complaints; and employees respect me when dealing with complaints.

## **5.2 Suggestion**

Based on the analysis that has been presented and the conclusion that has been described, it can be suggested as follows:

- For the private universities with the category of excellent should be able to manage distributive justice and procedural justice well, because in the framework model, the DJ at the two private undergraduate schools has positive effect on satisfaction. Good management of distributive justice and procedural justice will increase the student satisfaction, which in turn will also improve trust, WOM and loyalty of the students.
- For the private universities with the category of favorite should be able to manage distributive justice well, because in the framework model, the DJ at the three private schools has positive effect on satisfaction. In addition, the IJ at the two private schools has positive effect on satisfaction. Good management of distributive justice and interactional justice will increase the student satisfaction, which in turn will also improve trust, WOM and loyalty of students.
- For the private universities with the category of non-favorite should be able to manage distributive justice well, because in the framework model, the DJ at the three private undergraduate schools has positive effect on satisfaction. Good management of distributive

justice will increase the student satisfaction, which in turn will also improve trust, WOM and loyalty of students.

- For further research should include other variables in the model because from the results of the analysis indicate that the contribution of the variables of distributive justice, procedural justice and interactional justice in affecting satisfaction at each category of private schools is very low. The variable proposed is the variable of service quality.

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