

		Cronbach's alpha (α)	Reliability	Cronbach's alpha (α)	Reliability
1	Tangible	0.922	Reliable	0.898	Reliable
2	Reliability				
3	Responsiveness				
4	Assurance				
5	Empathy				

From Table 5, In School 1 there are 7 attributes that have the largest gap such as "The teachers and employees are easily found for consultation" (Responsiveness A13, Gap score=-2.8), "School administration services are quickly delivered" (Responsiveness A12, Gap score=-2.7), "The facilities in the library are good and adequate" (Tangible A8, Gap score=-2.7), "When consulting and answering student questions, the teachers and employees are friendly, polite, orderly and neat" (Assurance A15, Gap score=-2.4), "The archives in the school administration room are neatly and systematically organized" (Tangible A5, Gap score=-2.3), "Complaints and suggestions to the school (teachers, administrative staff, etc.) are responded well" (Empathy A18, Gap score=-2.3), "Internet facilities in schools are adequate" (Tangible A9, Gap score=-2.2). To reduce this gap and increase student satisfaction, the school must conduct several improvement activities such as the school should encourage teachers and employees to prioritize students and have a desire to help students more, the school should do the service quickly and make the procedure simpler, increase the number of books and the number of existing book collections, teachers and school employees must have a friendly, polite, orderly and neat attitude and also to be more attractive to students, schools must respond to student's feedback and suggestion, the school must manage internet facilities more adequately.

Table 5. Student assessment on school performance and student expectation of ISO 9001 certified school

Attribute Number	ISO 9001 Certified School [E=Expectation; P=Perception]														
	School 1			School 2			School 3			School 4			School 5		
	E	P	Gap	E	P	Gap	E	P	Gap	E	P	Gap	E	P	Gap
Tangible															
A1	7.2	5.4	-1.8	7.3	4.4	-2.9	6.8	4	-2.8	7.9	6.7	-1.2	7.3	5	-2.3
A2	7	5.3	-1.7	6	4.4	-1.6	7	3.7	-3.3	6.4	4.6	-1.8	7.4	5.2	-2.2
A3	7.6	9.7	2.1	6.5	3.7	-2.8	7	3.6	-3.4	6.9	5.1	-1.8	7.5	5.1	-2.4
A4	7.4	5.4	-2	6.5	4.8	-1.7	6.7	4.2	-2.5	7.1	5.8	-1.3	6.7	5.3	-1.4
A5	7.2	4.9	-2.3	5.8	5.7	-0.1	6.5	4.1	-2.4	6.6	5.3	-1.3	6.7	5.6	-1.1
A6	7.8	6.1	-1.7	6.8	6.3	-0.5	7	3.9	-3.1	7	5.8	-1.2	7.5	6.8	-0.7
A7	7.4	5.7	-1.7	5.7	6.6	0.9	6.8	4.1	-2.7	6.4	5.1	-1.3	7.1	6.4	-0.7
A8	7.2	4.5	-2.7	6.7	4.4	-2.3	6.8	3.7	-3.1	6.7	5.6	-1.1	7	5.9	-1.1
A9	7.2	5	-2.2	6.6	3.9	-2.7	6.5	4.1	-2.4	6.6	5.3	-1.3	5.2	4.2	-1
Reliability															
A10	7.6	5.9	-1.7	7.3	6	-1.3	7	4.3	-2.7	6.9	5.7	-1.2	7.2	6.2	-1
A11	7.8	5.7	-2.1	7.3	5.8	-1.5	7.1	4.7	-2.4	7	5.1	-1.9	7.2	6	-1.2
Responsiveness															
A12	7.2	4.5	-2.7	6.3	5.4	-0.9	6.9	3.8	-3.1	6.6	5.1	-1.5	6.7	5.9	-0.8
A13	7.2	4.4	-2.8	6.1	5.2	-0.9	7	4.4	-2.6	6.9	4.6	-2.3	7	6.1	-0.9
Assurance															
A14	7.6	6.4	-1.2	7.1	5.7	-1.4	7.4	3.9	-3.5	7.5	4.6	-2.9	7.1	6.6	-0.5
A15	7.4	5	-2.4	7	5.6	-1.4	7.5	4.3	-3.2	7.3	6.2	-1.1	7.3	6.3	-1
A16	7.6	5.7	-1.9	7.4	6.3	-1.1	7.2	4	-3.2	7	5.7	-1.3	7.7	6.4	-1.3
A17	6.9	5.7	-1.2	6.7	5.3	-1.4	6.8	4.1	-2.7	7.1	5.1	-2	7.2	6.1	-1.1
Empathy															
A18	7	4.7	-2.3	6.3	5.1	-1.2	6.9	3.8	-3.1	7.1	5.6	-1.5	7.3	4.9	-2.4
A19	7.4	5.5	-1.9	6.7	5.6	-1.1	6.4	4	-2.4	7.3	5.9	-1.4	7.1	6.1	-1

In School 2, there are 4 attributes that have largest gap such as “The cleanliness of the study room, administration room, laboratory, library, canteen, parking lot, prayer facilities and sports facilities in the school are well maintained” (Tangible A1, Gap score=-2.9), “Equipment and facilities at the school are well maintained so that they can be used properly” (Tangible A3, Gap score=-2.8), “Internet facilities in schools are adequate” (Tangible A9, Gap score=-2.7), “The facilities in the library are good and adequate” (Tangible A8, Gap score=-2.3). To reduce this gap and increase student satisfaction, the school must conduct several improvement activities such as all facilities and environment in the school must be in a clean and well maintained condition, existing equipment and facilities should be maintained properly so that they can be used properly, the school must manage internet facilities more adequately, increase the number of books and the number of existing book collections.

In School 3 there are 6 attributes that have largest gap such as “Teachers and school employees have a good competence in their fields” (Assurance A14, Gap score=-3.5), “Equipment and facilities at the school are well maintained so that they can be used properly” (Tangible A3, Gap score=-3.4), “The arrangement of classrooms in schools is neat and attractive” (Tangible A2, Gap score=-3.3), “When consulting and answering student questions, the teachers and employees are friendly, polite, orderly and neat” (Assurance A15, Gap score=-3.2), “Students feel safe in the school” (Assurance A16, Gap score=-3.2), “School administration services are quickly delivered” (Responsiveness A12, Gap score=-3.1). To reduce this gap and increase student satisfaction, the school must conduct several improvement activities. Teachers and school employees are important resources for the school. School should be able to enhance training and determine competencies that appropriate for school teachers and employees so that students are truly taught and served by people who are competent in their fields. Existing equipment and facilities should be maintained properly. To improve this, it is suggested that the school able to maintain the existing equipment and facilities so that they can be used properly. Existing classrooms should not only be clean but also keep in mind the neatness and arrangement to make them attractive. Neat and attractive classrooms will increase student satisfaction and enthusiasm for learning. The school should be able to manage and organize, so classrooms are neat and attractive. Schools should encourage teachers and employees to be more attractive to students.

In School 4 there are 4 attributes that have largest gap such as “Teachers and school employees have a good competence in their fields” (Assurance A14, Gap score=-2.9), “The teachers and employees are easily found for consultation” (Responsiveness A13, Gap score=-2.3), “Students feel close to the teachers and employees” (Assurance A17, Gap score=-2.0), “The lessons delivered by the teacher are in accordance with the available learning syllabus” (Reliability A11, Gap score=-1.9). To reduce this gap and increase student satisfaction, the school must conduct several improvement activities such as teachers and school employees are important resources for the school, school should be able to enhance training and determine competencies that appropriate for school teachers and employees so that students are truly taught and served by people who are competent in their fields, the school should encourage teachers and employees to prioritize students and have a desire to help students more, in order to create effective communication, teachers and school employees need to be close to students, schools must often hold events that involve students, teachers, and school employees, lessons delivered must be in accordance with the existing syllabus, so that schools must often socialize to teachers to be consistent with the existing syllabus.

In School 5 there are 4 attributes that have largest gap such as “Equipment and facilities at the school are well maintained so that they can be used properly” (Tangible A3, Gap score=-2.4), “The cleanliness of the study room, administration room, laboratory, library, canteen, parking lot, prayer facilities and sports facilities in the school are well maintained” (Tangible A1, Gap score=-2.3), “The arrangement of classrooms in schools is neat and attractive” (Tangible A2, Gap score=-2.2), “Complaints and suggestions to the school (teachers, administrative staff, etc.) are responded well” (Empathy A18, Gap score=-2.4).

Table 6. Student assessment on school performance and student expectation of Non-ISO 9001 certified school

Attribute Number	Non-ISO 9001 Certified School [E=Expectation; P=Perception]														
	School 6			School 7			School 8			School 9			School 10		
	E	P	Gap	E	P	Gap	E	P	Gap	E	P	Gap	E	P	Gap
Tangible															
A1	7.1	5.1	-2	5.9	4.3	-1.6	7.1	4.4	-2.7	6.9	6.9	0	6.9	5.9	-1

A2	6.5	5.1	-1.4	6.8	4.8	-2	6.8	5	-1.8	7	5.6	-1.4	6.1	5.7	-0.4
A3	6.4	4.6	-1.8	6.8	4.7	-2.1	6.7	4.7	-2	6.8	6.2	-0.6	5.2	5.5	0.3
A4	7	4.7	-2.3	7.3	4.9	-2.4	6.4	4.6	-1.8	6.6	5.8	-0.8	5.3	5.9	0.6
A5	6.5	5.6	-0.9	6.9	5	-1.9	6.3	4.8	-1.5	6.8	5.7	-1.1	5	5.2	0.2
A6	6.9	5.3	-1.6	7.3	4.9	-2.4	7.4	5.3	-2.1	6.8	6.2	-0.6	5.6	5.4	-0.2
A7	6.9	5.8	-1.1	7.4	6.2	-1.2	7	5	-2	6.9	5.4	-1.5	7.4	8	0.6
A8	6.8	4.1	-2.7	6.4	4.5	-1.9	6.5	4.6	-1.9	6.3	5.8	-0.5	4.5	3.7	-0.8
A9	6.9	4	-2.9	7.5	5.8	-1.7	5.6	3.2	-2.4	6	4.5	-1.5	6.6	6.3	-0.3
Reliability															
A10	6.7	5.8	-0.9	7.1	5.2	-1.9	6.7	5.3	-1.4	6.9	6.1	-0.8	5	4.2	-0.8
A11	6.9	5.7	-1.2	7.4	5.8	-1.6	7.2	5.7	-1.5	6.7	6.1	-0.6	5.1	5.5	0.4
Responsiveness															
A12	6.1	5	-1.1	7.4	5	-2.4	6.3	4.1	-2.2	6.6	5.9	-0.7	3.2	4.2	1
A13	6.3	5.3	-1	7.2	6	-1.2	6.2	4.4	-1.8	6.2	5.5	-0.7	2.5	3	0.5
Assurance															
A14	6.7	5.5	-1.2	7.3	5.5	-1.8	6.7	4.9	-1.8	6.9	5.5	-1.4	6.7	6.1	-0.6
A15	7.2	5.3	-1.9	7.8	5.5	-2.3	6.7	4.9	-1.8	7.1	6.8	-0.3	6.8	7.2	0.4
A16	7.2	5.1	-2.1	7.8	5.6	-2.2	6.7	4.7	-2	7.1	6	-1.1	7	7.3	0.3
A17	6.6	5.4	-1.2	7.4	4.7	-2.7	7	5.1	-1.9	6.3	5.4	-0.9	5.5	5.1	-0.4
Empathy															
A18	6.2	4.7	-1.5	7.4	5.3	-2.1	5.2	3.9	-1.3	6.8	6.1	-0.7	5	5.2	0.2
A19	6.2	5.5	-0.7	7.5	5.9	-1.6	6.3	4.5	-1.8	6.6	5.4	-1.2	4	4.6	0.6

From Table 6, almost all of the non-ISO 9001 certified school have a negative gap score of each attribute. In School 6, there are 5 attributes that have largest gap such as Tangible A9 (-2.9), Tangible A8 (-2.7), Tangible A4 (-2.3), Assurance A16 (-2.1). In School 7, there are 8 attributes that have largest gap such as Assurance A17 (-2.7), Tangible A4 and A6, Responsiveness A12 with gap (-2.4), Assurance A15 (-2.3), Assurance A16 (-2.2), Tangible A3 (-2.1), Empathy A18 (-2.1). In School 8, there are 4 attributes that have largest gap such as Tangible A1 (-2.7) and A9 (-2.4), Responsiveness A12 (-2.2), and Tangible A6 (-2.1). In School 9, there are 2 attributes that have a negative gap score such as Tangible A9 (-1.5) and Assurance A14 (-1.4). In School 10, there are 3 attributes that have largest gap score such as Tangible A1 (-1), “Teachers provide objective assessments based on students' abilities” Reliability A10 (-0.8) and Tangible A8 (-0.8). To reduce gap on Reliability A10 and to meet student satisfaction, teachers should be able to provide an objective assessment based on students' abilities without influence from other parties. Therefore, the school should encourage teachers to be fair because the competence is not only the ability to teach students but also the fair attitude of the teacher.

Table 7. Comparison of Perception and Expectation between ISO 9001 certified school and Non-ISO 9001 certified school

No	Dimension	Expectation Mean		Gap	Perception Mean		Gap
		ISO 9001 Certified School	NON-ISO 9001 Certified School		ISO 9001 Certified School	NON-ISO 9001 Certified School	
1	Tangible	6.7	6.6	0.1	4.9	5.1	-0.2
2	Reliability	7.2	6.7	0.5	5.5	5.6	-0.1
3	Responsiveness	6.7	6.0	0.7	5.0	5.0	0.0
4	Assurance	7.2	7.0	0.2	5.3	5.4	-0.1
5	Empathy	6.9	6.3	0.6	5.0	5.0	0.0

Table 7 shows the comparison of perception and expectation between ISO 9001 certified school and Non-ISO 9001. From Table 7, it can be concluded that there is not much difference between the student's perceptions of students in ISO 9001 certified school and Non-ISO 9001 certified school. Meanwhile, the student's expectations in ISO 9001 certified school have greater value than Non-ISO 9001 certified school.

Table 8. Effect of ISO 9001 certification duration using gap analysis

ISO 9001 Certified School	Duration of Certification	Expectation Mean	Perception Mean	Gap Mean
School 1	2 years	7.3	5.3	-2.0
School 2	3 years	6.7	5.4	-1.3
School 3	1 year	6.9	4.1	-2.8
School 4	1 year	7.0	5.3	-1.7
School 5	3 years	7.1	5.8	-1.2

Table 8 shows the effect of ISO 9001 certification duration on the student's perception. From Table 8, it can be concluded that the longer the certification duration, the smaller the gap will become. It means that the length of the certification affects students' perceptions of their school. Schools are expected to remain consistent with the quality guidelines and management commitment is needed to implement an ISO 9001 quality management system.

5. Conclusion

Based on the result of the gap analysis, there are 5 service attributes that have an influence on student satisfaction include cleanliness of study rooms, administrative rooms, laboratories, libraries, canteens, parking lots, religious facilities and sports facilities in schools are not well maintained, internet facilities in schools are inadequate, equipment and facilities at the school are not well maintained so they cannot be used, book facilities in the school library are poor and inadequate, and services in the school administration are provided at a slow time. From 19 attributes in ten schools, most of them are negative. This indicates that students are still not satisfied with the performance of their schools either those who have ISO 9001 certification or those who have not. There is not much difference in students' perceptions between ISO 9001 certified school and Non-ISO 9001 certified school. The longer the year of ISO 9001 certification, the better students' perceptions and smaller gaps occur, so that students at schools with longer certification are more satisfied than schools that have just received ISO 9001 certification.

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