The Influence of Interpersonal Communication, Universal-Diverse Orientation (UDO), and Self-Efficacy on the Quality of Administrative Services at State University of Jakarta

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Abstract

This study aims to determine the direct effect of interpersonal communication, universal-diverse orientation (UDO), and self-efficacy on the quality of administrative services, as well as to determine the indirect effect of interpersonal communication and universal-diverse orientation (UDO) through self-efficacy on the quality of administrative services at State University of Jakarta. The research used was a survey with a causal design. The number of sample respondents was determined as 178 employees, the sampling technique was carried out by simple random (sample random sampling) from 230 employees of the State University of Jakarta. The results of this study indicate that; (1). There is a positive direct effect of Interpersonal Communication on the Quality of Academic Services, (2). There is a positive direct influence Universal-Diverse Orientation (UDO) on the Quality of Academic Services, (3). There is a positive direct effect of Self Efficacy on Academic Service Quality., (4) There is a positive direct influence of Interpersonal Communication on Self Efficacy, (5) There is a positive direct influence of Universal-Diverse Orientation (UDO) on Self Efficacy. The novelty in this research is that research conducted at this time is research looking at several variations of variables such as the influence of interpersonal communication, universal-diverse orientation (UDO), and self-efficacy on the quality of administrative services and quality variables as independent variables.

Keywords: Interpersonal Communication, Universal-Diverse Orientation (UDO), Self Efficacy, Administrative Service Quality

1. Introduction

In the era of globalization and university business competition, administrative services are one of the main problems that need attention from all parties in universities. In the field of higher education services, it is demanded to provide excellent service to ensure customer satisfaction and win competition in the field of educational services. Apart from external customers (students and the public), higher education institutions also have internal customers, namely educational staff (administrative staff) and teaching staff (lecturers). Based on statistical data from the Ministry of Research and Technology, Technology and Higher Education 2016/2017, there are 122 State Universities, 3126 Private Universities, 78 State Religious Colleges, 983 Private Religious Colleges, 214 Official Service Universities.

The increasing number of higher education institutions requires each educational institution to pay attention to the overall quality of education in higher education institutions in order to win the competition [1]. To win the university competition, it is required to continue to explore and innovate in improving all aspects of excellent service which will have an impact on improving the image of the university and vice versa, poor service will lead to the image of the university [2]. The quality of a tertiary institution is largely determined by the quality of services provided, where quality service can be identified from customer satisfaction, in this case students. The quality of administrative

services is seen as one of the benchmarks in achieving competitive advantage [3]. Because the quality of service is one of the factors that determine student decision making. Student satisfaction will be achieved if the quality of services provided is in accordance with their needs.

But in fact, many students are not satisfied with the services they receive and they prefer to discuss the problem of dissatisfaction among the students themselves rather than reporting it to the manager. This happens because of fear and doubt which if reported will have an influence on the value and continuity of their education in the future. If this continues without a solution, it will tarnish the good name of the university in the eyes of the community and in the end it will decrease the number of students in the future [4]. State University of Jakarta as a category of Public Service Agency in the field of education strives to prioritize excellent customer service patterns. The main customers of Jakarta State University as a higher education institution are students [5]. In addition to students getting academic teaching services, students are also entitled to administrative services. The institution that provides these services at the Jakarta State University is the Bureau of Academic Administration and Student Affairs.

Based on the results of interviews with UNJ students to find out about UNJ administrative services, several problems or complaints were conveyed by respondents. These problems or complaints include: 10 students, among others, complained about the lack of patience and friendliness of employees towards students who were doing academic administrative matters, among them there were 9 (nine) other students complaining of slow service, inaccurate opening and closing of administrative counters, lack of clarity of employees in providing information, lack of employee attention, lack of accuracy of employees in file storage can be seen from the lack of tidiness of the administrative room, and procedures for procedures / service flow that are too convoluted.

Several criteria are needed so that the quality of administrative services can be maintained, such as interpersonal communication, employee self-efficacy must be high, and also with the existence of various cultures that are needed by employees who have an awareness of the similarities and differences between humans, this can make employees have a bond with its customers have something in common but are also simultaneously able to accept, appreciate, and understand other people who have differences [6]. Thus, students as the party being served can enjoy satisfying service from employees. The explanation above encourages researchers to conduct research entitled. "The Influence of Interpersonal Communication, Universal-Diverse Orientation (UDO), and Self-Efficacy on the Quality of Administrative Services at State University of Jakarta."

2. Literature Reviews

2.1. Administrative Staff Service Quality

According to Lauring & Selmer [7] quality comes from a concept called quality which is defined as Deming's Chain Reaction for Quality Improvement. The concept states that by improving quality through the production process, costs can be lowered and productivity can be increased. The American National Standards Institute (ANSI) and The American Academy for Quality Control (ASQG) define quality as the overall description and specific characteristics of a service or services that can provide the desired satisfaction. Likewise, the view expressed by Main and Wang [8] reveals that quality is the satisfaction obtained by customers in fulfilling their needs and desires. Qian et al. [9], states that service is a total organizational approach which becomes the quality of service received by service users, as the main strength and driving force in business operations. Then Sniderman et al. [10], said that service is a process of meeting needs through the activities of others directly.

Excellent service is a service provided to customers (the community) at least in accordance with service standards, namely fast, precise, accurate, and friendly. The things that are attached to excellent service include the following: Friendliness; Credibility; Access; Facility appearance; and Ability to provide services. Benchop et al. [11] develop five indicators of service quality as follows: Tangibles; Reliability; Responsiveness; Assurance; and Empathy.

Meanwhile, Tran et al. [12], stated that the house of quality consists of four pillars, namely: (a) customer satisfaction, (b) continuous development, (c) talking with facts, and (d) respect/care for customers.

Based on some of the theoretical analyzes above, it can be concluded that the service quality of administrative employees is the level of service quality provided based on their duties and responsibilities within the organization with indicators: tangible, reliability, responsiveness, assurance, and empathy.

2.2.   Interpersonal Communication

Finberg in Wangstaff [13] argues that "interpersonal communication is defined as the communication process carried out by someone with others directly." Lang et al. [14], said that interpersonal communication is essentially a unique communication and has an immediate influence and direct feedback because the actions and reactions of other people will immediately appear due to the short distance. Communication is an action or transfer of information communicated through verbal messages. In communication there is a process of exchanging information between individuals through general symbols, signs, special behaviors, or someone's reports about something. Interpersonal communication is an external factor from an individual that affects the individual's work. Lauring & Selmer [7] explains that 'interpersonal communication is the transmission of information or even an exchange of information' in other words, interpersonal communication is the transmission of information or exchange of information.

According to Sniderman et al. [10], there are 4 indicators of interpersonal communication, namely: openness, empathy, support, and equality. Tran et al. [12] said that interpersonal communication has five dimensions, namely: 1) openness (transparency), namely being willing to accept and provide honest information about stimuli that come with the involvement of thoughts; 2) empathy, feeling something like someone who sucks, is in the same place and feels the same feelings in the same way; 3) Support, social behavior that can be fulfilled by the behavior of other individuals who provide verbal and non-verbal support, real or non-material help information, 4) a positive attitude (positivity) someone who faces something is not sustainable but wants to do something to reduce the problem, 5) inequality, considers that both communicants are equally important in communication.

Based on the theory stated above, what is meant by interpersonal communication is the interaction of employees in exchanging information with customers (students / lecturers) when providing administrative services in order to achieve the objectives of implementing effective and efficient work with indicators: (1) sender of messages, (2) encoding, (3) communication channels / media, (4) decoding, (5) message recipients, (6) constraints and, (7) feedback.

2.3.   Universal-Diverse Orientation (UDO)

Along with cultural demographic changes in society, individuals are needed who are able to adapt more quickly and more effectively to multicultural societies than some other individuals. For example, in a diverse society, an individual is expected to be able to adapt to cultural differences through communication and respect for the values of one's own culture and that of others. Diversity in the organization needs to be managed properly in order to have a positive effect on the organization. Wangstaff [13] Successful managing diversity is able to increase the company's commitment, satisfaction, employee performance and financial performance. According to Qian et al. [9], UDO is defined as an attitude towards other people outside of itself that is inclusive and aware and accepts the similarities and differences that exist between one another, including itself. The similarities and cultural differences that exist in social life need to be recognized and integrated so that each individual can accept and respect others so that interactions between individuals can run effectively.

UDO is defined as awareness and acceptance of the similarities and differences that exist between every human being. An awareness of (universal) equality, or aspects that every human being has in common, can unite people. Meanwhile, diversity is a unique aspect that humans possess depending on culture and other individual factors (race,

gender, religion, sexual orientation, nationalism, personality). These factors have an impact on the ability of individuals to interact effectively within groups and between groups. UDO consists of three aspects that represent the cognitive, behavioral, and affective dimensions of the perception of diversity. The cognitive dimension is called Relativistic Appreciation, the behavioral dimension is called the Diversity of Contact, and the affective dimension is called Comfort with Differences.

So, what is meant by Universal-Diverse Orientation (UDO) in this research is an attitude of awareness and acceptance of the existence of similarities and differences among individuals. The indicators of the Universal-diverse orientation are (1) interest and commitment to participate in diversity and activities in a broad scope that focuses on social and culture, (2) accepting the similarities and differences that exist between humans and (3) feeling connected to the similarities and differences between themselves and others

2.4. Self Efficacy

According to Junita and Anggraini [15], the word efficacy relates to employee self-efficacy which comes from two words in English, namely self efficacy. Self-efficacy was first introduced by Bandura, which presents a major aspect of his social cognitive theory. According to Koponen et al. [16] Efficacy is the capacity to get the desired result or effect, and self is the person being referred to. This definition refers to people who have the capacity to use it to get the results or effects they want. Efficacy relates to the habits of human life which are based on character principles, such as: integrity, humility, loyalty, self-limitation, courage, justice, awareness, diligence, simplicity, and politeness which should be developed from within to outside, and not by coercion from without in man. A high level of efficacy can increase or decrease a person's motivation to act or behave. The quality of performance resulting from a person's behavior is determined by how the results of the assessment of the ability are applied in carrying out the task or job.

According to Chi [17], self-efficacy can be improved through: (1) mastery, (2) modeling, (3) support and (4) reinterpreting stress. Vien [18] Furthermore, there are four pointers that are useful for increasing self-confidence: (1) setting goals, (2) indulging in activities, (3) paying attention to what is happening, and (4) learning to enjoy direct experiences. Based on the description above, the self-efficacy synthesis is confidence, assertiveness, and willingness to take risks in humans to carry out tasks successfully. Humans who have high self-efficacy are those who have confidence, assertiveness, and willingness to take risks in carrying out tasks in order to achieve organizational goals successfully. A person's efficacy is characterized by: (1) belief in work ability, belief in work excellence, belief in work performance, belief in the work atmosphere; (2) assertiveness in expressing opinions, firmness in stance, firmness in determining priorities, and (3) willingness to accept challenges, willingness to accept changes, and willingness to bear losses.

3. Methodology

This study uses a quantitative approach, a survey method with path analysis techniques consisting of exogenous and endogenous variables. The exogenous variable is interpersonal communication and universal-diverse orientation (UDO), while the intervening variable is self-efficacy and the endogenous variable is the quality of administrative services. The population in this study were all Civil Servants in the State University, totaling 320 employees. Based on the sample calculation using the Slovin formula, 178 employees were obtained as the research sample. Data collection techniques are the most important step in research, because the main purpose of research is to get data. The data collection technique in this research is by using a questionnaire, library research, and online research. The data analysis technique used is descriptive data analysis techniques, data analysis with inferential statistics and analysis requirements test. The use of descriptive data analysis techniques to obtain a description of the distribution characteristics of the scores of each variable studied. Furthermore, the analysis requirements test with the regression estimate error normality test using SPSS. Testing the mediation hypothesis can be done with a procedure developed by Lin et al. [19] and is known as the Sobel Test.

4. Result and Discussion

4.1. Normality Test

Based on the results of the calculation of the normality test (complete calculations in the Appendix. Summary of Analysis Requirements Testing), the following results are obtained:

Table. 1. Summary Table of Normality Test Calculations

No	Hypothesis	L_{hitung}	L_{tabel} ($\alpha=0{,}05$)	Conclusion
1	Y atas X_1	0,0501	0,0664	Normal
2	Y atas X_2	0.0621	0,0664	Normal
3	Y atas X_3	0.0596	0,0664	Normal
4	X3 atas X_1	0.0617	0,0664	Normal
5	X3 atas X_2	0.0542	0,0664	Normal

4.2. Hypothesis Test

The form of the path structural model and the calculation results of the path analysis and their correlation values (numbers in brackets) are as shown in the following figure.
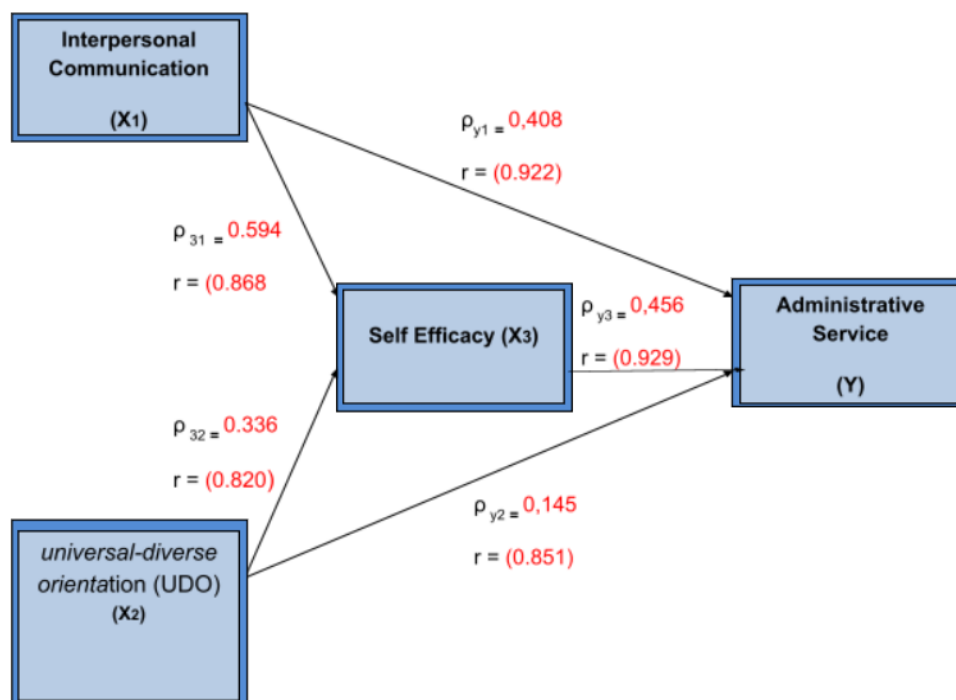
Figure. 1. Path structural model and the calculation results

Table. 2. Results of Calculation and Testing of Path Coefficients

N	Coefficient Path	t-calculation	t tabel (α=0.05)	Conclusion
173	ρ31 = 0,594	5,653	1,65	Significant
	ρ32 = 0,336	9,984	1,65	Significant
	ρY1 = 0,408	9,013	1,65	Significant
	ρY2 = 0,145	3,702	1,65	Significant
	ρY3 = 0,456	9,933	1,65	Significant

After calculating and testing the path coefficient value, the next step is to calculate the amount of direct and indirect influence between variables. The value of direct and indirect effects between variables can be seen in the following table:

Table. 3. Percentage of Direct and Indirect Effects of variables X1, X2, X3

Variable	Direct Effect	Indirect Effect				Total Effect
		X1	X2	X3	Total	
X1	0,408	-	-	0.186	0.279	0.594
X2	0.145	-	-	0.066	0.147	0,211
X3	0.456	-	-	-	-	0.456

The table above shows that Interpersonal Communication (X1) affects the quality of administrative services (Y) by 40.8% while the indirect effect is 18.6% so that the total effect is 59.4%. Furthermore, Universal-Diverse Orientation (UDO) (X2) has a direct effect on the quality of administrative services (Y) by 14.8% while the indirect effect on the quality of administrative services (Y) is 6.6% so that the total effect is 21.1. %. Then, self-efficacy (X3) directly affects the quality of administrative services (Y) by 45.6%

5. Discussion

H1: The Influence of Interpersonal Communication on Quality of Administration services

Based on the results of hypothesis testing, it shows that interpersonal communication has a direct influence on the quality of administrative staff services at the Jakarta State University. With this direct influence, interpersonal communication is an important factor in improving the quality of administrative services. The results of this study are in accordance with the theoretical study that high interpersonal communication encourages the improvement of the quality of administrative services.

The results of research conducted by Umami [20] show that interpersonal communication is the main determinant of trust between professional services. Listening skills, enthusiasm shown by open and honest discussion in conveying

messages. According to Sniderman et al. [10] Interpersonal communication, empathy and a supportive attitude, positive attitude and equality.

H2: The influence of Universal-Diverse Orientation (UDO) on the Quality of Administrative Services

Based on the results of the hypothesis testing, it shows that the Universal-Diverse Orientation (UDO) (X2) on the Quality of Administrative Services (Y) at the State University of Jakarta. With this direct influence, the Universal-Diverse Orientation (UDO) is an important factor in improving the quality of administrative services. The results of this study are in accordance with the theoretical study that the high Universal-Diverse Orientation (UDO) encourages the improvement of the quality of administrative services.

Universal-Diverse Orientation (UDO) was developed by Koponen et al. [16] which is defined as an inclusive attitude that considers every human being unique by realizing that every human being has differences and similarities, similar experiences as individuals create a sense of connectedness one with others at the same time providing awareness that there is diversity among humans. Employees who have UDO will reduce prejudice and conflicts between cultures but will also increase understanding between cultures by accepting existing differences and similarities.

H3: The Influence of Effect of Self-Efficacy on Quality of Administrative Services

Based on the results of the hypothesis testing, it shows that there is an influence between Self Efficacy (X3) on the Quality of Administrative Services (Y) at the State University of Jakarta. With this direct influence, Self Efficacy (X3) is an important factor in improving the quality of administrative services. The results of this study are in accordance with the theoretical study that high Self Efficacy (X3) encourages the improvement of the quality of administrative services.

Self-efficacy is an individual's belief in his or her ability to perform tasks or actions needed to achieve certain results. Employees who have self-efficacy will carry out their duties wholeheartedly and take certain actions in providing services. With high self-efficacy, an employee will have high motivation and optimism, they also have high self-confidence related to their ability to work compared to employees who have low self-efficacy.

H4: The Influence of Interpersonal Communication on Self-Efficacy

Based on the results of hypothesis testing, it shows that there is an influence between Interpersonal Communication (X1) on Self-Efficacy (X3) at the State University of Jakarta. With this direct influence, Interpersonal Communication (X1) is an important factor in increasing Self-Efficacy (X3). The results of this study are in accordance with the theoretical study that high Interpersonal Communication (X1) encourages increased Self-Efficacy (X3).

Finberg in Sirait (2016) states that "Interpersonal communication is defined as the communication process out by someone with others directly" in other words interpersonal communication can be interpreted as a communication process that is done by someone with another person. Interpersonal communication is the process of sending and receiving messages between two people or between a small group of people spontaneously and informally. When communication occurs between two or more individuals, understanding will emerge in communicating and then there will be relationships between individuals that involve psychological processes.

H5: The Effect of Universal-Diverse Orientation (UDO) on Self-Efficacy

Based on the results of hypothesis testing, it shows that there is an influence between Universal-Diverse Orientation (UDO) (X2) on Self-Efficacy (X3) at the State University of Jakarta. With this direct influence, the Universal-Diverse Orientation (UDO) (X2) is an important factor in increasing Self-Efficacy (X3). The results of this

study are in accordance with the theoretical study that high Universal-Diverse Orientation (UDO) (X2) encourages increased Self-Efficacy (X3).

Self-efficacy is one aspect of self-knowledge or self-knowledge that is very influential in everyday human life. This is because the efficacy that is owned influences the individual in determining the actions that will be taken or not carried out in achieving its goals, including in the estimation of various events that will be faced. Self-efficacy can be obtained and modified, increased or decreased, through a combination of four sources: experience of mastering an achievement, the experience of vicar, social persuasion, and emotional awakening.

6. Conclusion

The results of this study indicate that; (1). There is a positive direct effect of Interpersonal Communication on the Quality of Academic Services, (2). There is a positive direct influence Universal-Diverse Orientation (UDO) on the Quality of Academic Services, (3). There is a positive direct effect of Self Efficacy on Academic Service Quality., (4) There is a positive direct influence of Interpersonal Communication on Self Efficacy, (5) There is a positive direct influence of Universal-Diverse Orientation (UDO) on Self Efficacy.

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