



Multidimensional Service Quality in Private English Course Institutions: A Student Perception-Based Evaluation

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ABSTRACT

Purpose of the study: This study aims to evaluate multidimensional service quality in a private English course institution based on students' perceptions and to categorize the performance level of each service dimension using percentage-based evaluation criteria.

Methodology: This study employed a quantitative descriptive design using a structured Likert-scale questionnaire consisting of ten service quality dimensions. Data were collected through a survey of active students using total sampling. Data analysis applied descriptive statistical techniques and percentage calculations to classify service performance into categorical levels.

Main Findings: The findings indicate that overall service quality is categorized as good to very good. The highest ratings were obtained in official certificates and diplomas, effective small-class systems, and course consultant facilities. Replacement class availability received the lowest percentage, although still categorized as good, indicating areas requiring service optimization.

Novelty/Originality of this study: This study offers an integrated multidimensional service quality evaluation model specifically for private English course institutions using percentage-based categorical mapping. It advances existing research by combining academic, infrastructural, administrative, financial, and certification dimensions into a unified and practical institutional performance framework.

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1. INTRODUCTION

The acceleration of globalization, international mobility, and digital communication has significantly strengthened the strategic position of English as a global lingua franca [1]-[3]. Mastery of English is no longer limited to academic requirements but has become a crucial competence in higher education access, professional mobility, international collaboration, and technological literacy [4], [5]. In many non-English speaking countries, including Indonesia, formal school instruction is often perceived as insufficient to develop communicative competence at a competitive level. As a result, students increasingly seek supplementary learning through private English course institutions to enhance fluency, confidence, and global competitiveness. This phenomenon has led to the rapid expansion of non-formal English education providers offering diverse instructional models and service systems [6].

The rapid growth of English course institutions has generated intense competition among providers. In this competitive environment, institutional sustainability depends not only on instructional effectiveness but also on comprehensive service quality [7]-[9]. Educational institutions are now viewed through a service-oriented lens, where students function as active service users whose satisfaction influences institutional reputation and loyalty. Service quality in education is multidimensional, encompassing academic competence, infrastructural adequacy, administrative efficiency, financial proportionality, and psychological comfort. Consequently, institutional excellence cannot be measured solely by curriculum design or teaching performance, but must include the entire ecosystem that shapes students' learning experiences [10].

Within private English course institutions, service quality includes several critical components: proportional tuition fees relative to course quality, availability of qualified and experienced native teachers, professional course consultants, comfortable and well-equipped classrooms, effective small-class systems, flexible scheduling, replacement class availability, strategic location, additional academic support programs, and the provision of official certificates and diplomas [11], [12]. Each of these dimensions contributes to students' perceptions of institutional credibility and value. When these elements function harmoniously, they potentially enhance learning motivation, engagement, and long-term institutional trust. However, institutional claims of quality must be empirically examined through systematic evaluation based on students' actual perceptions.

Previous studies on educational service quality have predominantly focused on formal education contexts, such as universities and public schools, often utilizing satisfaction-based or SERVQUAL-oriented frameworks [13], [14]. These studies typically measure general satisfaction levels, institutional image, or learning effectiveness. While such investigations provide valuable insights, they often treat academic quality and supporting services separately. Moreover, research specifically examining comprehensive service dimensions within non-formal English course institutions remains limited. Most existing literature emphasizes instructional strategies or learning outcomes, with insufficient integration of infrastructural, administrative, and certification aspects into a unified evaluative framework [15].

This limitation indicates a significant research gap. There is a lack of structured empirical studies that simultaneously assess multiple service indicators within private English course institutions using clear categorical performance interpretations [16], [17]. Furthermore, few studies provide percentage-based evaluative classifications (e.g., good, very good) that allow institutions to directly identify strengths and areas requiring improvement. Without such integrated analysis, institutional quality assurance efforts may rely on fragmented feedback rather than systematic performance mapping [18].

The present research addresses this gap by offering a comprehensive perception-based evaluation of service quality across multiple institutional dimensions within a private English course context [19]. The novelty of this study lies in its integrative measurement framework, which combines academic quality, facility support, administrative flexibility, financial proportionality, and certification credibility into a single analytical model. By presenting percentage distributions accompanied by categorical performance interpretations, this study provides a measurable and practically applicable representation of institutional service performance. This approach contributes to strengthening the discourse on quality assurance in non-formal education, particularly within English language learning institutions [20].

The urgency of this research is grounded in the increasing dependence of students on private English course institutions to support academic progression, scholarship opportunities, and professional careers. As students invest significant financial and temporal resources, transparency and accountability in service quality become essential [21]. Systematic evaluation based on students' perceptions enables institutions to implement evidence-based improvements and maintain competitive sustainability. Therefore, this study aims to analyze students' perceptions of service quality and learning facilities in a private English course institution and to categorize the performance level of each service dimension based on percentage-based evaluation results. The findings are expected to provide empirical references for institutional quality enhancement and to enrich scholarly discussions on service quality assessment in non-formal educational sectors [22]-[24].

This study confirms that service quality in private English language courses is a multidimensional construct encompassing academic aspects, learning facilities, administrative flexibility, cost proportionality, and certification credibility. Evaluations based on student perceptions indicate that each service dimension plays a significant role in shaping trust, learning motivation, and assessments of the institution's credibility. By using an integrated measurement approach and percentage-based interpretation of performance categories, this study provides a more systematic overview of the institution's service performance while identifying strengths and areas for improvement. Therefore, the results of this study not only provide an empirical basis for efforts to improve service quality in private English language courses but also enrich academic studies on service quality evaluation in the context of non-formal education.

2. RESEARCH METHOD

2.1. Research Design

This study employed a quantitative descriptive research design. The quantitative approach was selected to measure students' perceptions of service quality using numerical data expressed in percentage distributions [25]. The descriptive design aimed to systematically describe the level of service performance across various institutional dimensions without manipulating variables. This approach allows the researcher to present an objective representation of how students evaluate academic services, facilities, administrative systems, and supporting programs in the English course institution.

The research focused on evaluating multidimensional service quality based on students' responses to structured questionnaire items [26]. Each dimension was measured using scaled statements to determine performance categories such as *good* and *very good* based on percentage interpretation criteria.

2.2. Population and Sample

The population of this study consisted of all active students enrolled in the English course institution during the research period. The participants included students from various levels of proficiency and class programs to ensure representativeness of institutional service evaluation. The sampling technique used was total sampling (census technique), in which all accessible active students were involved as research respondents [27]. This technique was chosen to obtain comprehensive perception data and to minimize sampling bias. The total number of respondents analyzed in this study was ($n = \dots$) students. The object of the study was students' perceptions of institutional service quality, including academic, infrastructural, administrative, and certification aspects.

2.3. Data Sources and Data Collection Techniques

The primary data source was students' responses to the structured questionnaire distributed during the research period. Secondary data included institutional documentation related to facilities, academic programs, and certification systems to support contextual interpretation. Data were collected using a survey method [28]. The questionnaire was distributed directly to students after class sessions with prior permission from the institution. Respondents were given clear instructions regarding how to complete the instrument to ensure response accuracy and reliability.

2.4. Research Instrument

The research instrument used in this study was a structured questionnaire developed based on service quality indicators relevant to private English course institutions. The instrument employed a Likert scale with five response categories, 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The questionnaire consisted of multiple service quality dimensions, as presented in Table 1.

Table 1. Service Quality Dimensions and Indicators

Dimension	Indicator Description
Tuition Proportionality	Tuition fees are proportional to the course quality provided
Teacher Qualification	Native teachers are qualified and experienced
Course Consultant Facility	Availability and effectiveness of academic consultation services
Classroom Comfort	Classrooms are comfortable and air-conditioned
Small-Class System	Learning is conducted in an effective small-class format
Replacement Class Availability	Availability of replacement classes for missed sessions
Location Accessibility	Institution is located in a strategic and accessible area
Extra Support Program	Availability of additional academic support programs
Scheduling Flexibility	Flexible scheduling system for students
Certification Credibility	Provision of official certificates and diplomas

Before distribution, the instrument was reviewed to ensure clarity of wording and relevance to institutional service contexts.

2.5. Data Analysis Technique

Data analysis was conducted using descriptive statistical techniques. The steps included, (1) Scoring each response according to the Likert scale. (2) Calculating the total score for each indicator. (3) Converting scores into percentages using the formula:

$$\text{Percentage} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100\% \quad \dots(1)$$

(4) Interpreting percentage results into performance categories. The percentage interpretation criteria were as follows, 81% – 100% = Very Good, 61% – 80% = Good, 41% – 60% = Fair, 21% – 40% = Poor, 0% – 20% = Very Poor. The results were presented in tabular form to clearly illustrate institutional performance across service dimensions.

3. RESULTS AND DISCUSSION

3.1. Overall Service Quality Performance

This study aimed to analyze students' perceptions of service quality across multiple institutional dimensions and to categorize the performance level of each dimension based on percentage-based evaluation results [29]. The findings reveal that overall service quality is positioned within the good to very good categories. Most core academic and infrastructural services were rated very good, indicating strong institutional performance in delivering instructional and environmental support. The detailed results of each service dimension are presented in Table 2.

Table 2. Students' Perceptions of Institutional Service Quality

Dimension	Percentage	Category
Tuition fees proportional to course quality	77%	Good
Qualified and experienced native teachers	81.5%	Very Good
Course consultant facilities	83.5%	Very Good
Comfortable and air-conditioned classrooms	81.7%	Very Good
Effective small-class system	84%	Very Good
Availability of replacement classes	72%	Good
Strategic and accessible location	76%	Good
EF Extra support program	76%	Good
Flexible scheduling system	82%	Very Good
Official certificates and diplomas	85%	Very Good

As shown in Table 2, the highest score was obtained in the certification dimension (85%), followed by the small-class system (84%) and course consultant facilities (83.5%). Meanwhile, replacement class availability received the lowest percentage (72%), although still categorized as *good*. This distribution indicates that while academic and structural services are highly appreciated, some flexibility-related services require further enhancement.

3.2. Academic and Instructional Dimensions

The academic core dimensions qualified native teachers (81.5%) and effective small-class system (84%) demonstrate that instructional quality is perceived as a major institutional strength. Small-class systems enable interactive communication, personalized feedback, and improved language practice intensity. Rustam [30] emphasizes that communicative interaction and teacher competence significantly affect language learning satisfaction. The present findings confirm that students highly value structured classroom interaction supported by competent instructors.

In addition, course consultant facilities (83.5%) contribute to academic guidance and personalized learning pathways. Academic consultation plays a crucial role in aligning students' learning goals with course placement and performance monitoring. According Baskara [31], advisory support systems enhance student engagement and institutional trust. The consistency between the present findings and prior research suggests that academic mentoring mechanisms are integral components of perceived service quality in non-formal education contexts.

3.3. Infrastructural and Administrative Support

The infrastructural dimension, particularly comfortable and air-conditioned classrooms (81.7%), received a *very good* category. A conducive physical learning environment positively influences concentration, motivation, and psychological comfort. Erb [32] explains that supportive classroom environments contribute significantly to perceived institutional professionalism. The results of this study reinforce the argument that educational services must integrate environmental comfort as part of quality assurance systems.

Administrative flexibility, represented by flexible scheduling (82%) and replacement class availability (72%), reveals mixed perceptions. While scheduling flexibility is highly appreciated, replacement class availability scored relatively lower. Previous research [33] indicates that flexibility mechanisms are essential in modern educational service models due to students' diverse commitments. The present study aligns with these findings but also reveals that flexibility-related services may require procedural optimization to achieve higher satisfaction levels.

The dimension of tuition proportionality (77%) reflects students' evaluation of financial fairness in relation to the quality of services they receive from the institution. This dimension is particularly important because tuition fees represent a direct financial investment made by students in exchange for educational services, facilities, and learning outcomes. When students perceive that the tuition cost is proportional to the benefits obtained such as qualified instructors, effective learning systems, and adequate facilities they are more likely to develop a positive perception of institutional credibility and sustainability. Ariane [34] perceived value-for-money plays a significant role in shaping students' satisfaction and loyalty toward educational service providers. When learners believe that the cost they pay corresponds fairly to the quality of instruction and institutional support, they tend to demonstrate stronger commitment to completing the program and recommending the institution to others. Although the score obtained in this study falls within the good category, it still indicates that there is room for improvement. Institutional management may need to continuously evaluate pricing policies, scholarship opportunities, installment payment systems, and transparency in communicating service benefits [35], [36]. Clear communication regarding what students receive in return for their tuition fees can strengthen perceptions of fairness and prevent potential dissatisfaction arising from financial expectations that do not align with perceived service value.

Most previous studies on educational service quality have primarily focused on formal higher education institutions, such as universities and public educational organizations, often employing generalized SERVQUAL-based frameworks to measure students' satisfaction and service perceptions [37]-[39]. These studies generally assess dimensions such as reliability, responsiveness, assurance, empathy, and tangibles in educational contexts. While such approaches provide valuable insights into institutional service performance, they often concentrate on broad service attributes without fully capturing the specific operational characteristics of non-formal education sectors. In particular, research examining private English course institutions remains relatively limited, despite the growing role of such institutions in supporting language proficiency for academic, professional, and international mobility purposes. Existing literature tends to emphasize instructional effectiveness, teaching strategies, or learning outcomes, but rarely integrates multiple service components simultaneously. Critical dimensions such as classroom facilities, administrative flexibility, course scheduling, financial proportionality, teacher qualifications, and certification credibility are often analyzed separately rather than within a unified evaluative model [40]. Furthermore, many previous studies rely heavily on satisfaction indices or Likert-scale averages without providing categorical percentage interpretations that clearly describe institutional performance levels. As a result, institutional stakeholders may find it difficult to translate research findings into practical quality improvement strategies because the results do not explicitly indicate which service dimensions perform strongly and which require immediate attention.

The findings of this study are generally consistent with previous research emphasizing the importance of instructional quality and supportive learning environments in shaping students' learning experiences and institutional perceptions. High-quality teaching practices, professional instructors, and structured learning systems remain fundamental components that influence students' academic engagement and motivation. In addition, supportive facilities such as comfortable classrooms, learning resources, and accessible administrative services also contribute significantly to creating a positive educational atmosphere. However, this research goes beyond conventional approaches by addressing the previously identified research gap through the development of a multidimensional percentage-based evaluative framework [41]. Instead of analyzing service elements individually or focusing solely on satisfaction levels, this study integrates ten different service dimensions into a single structured analytical model. This comprehensive approach allows institutional performance to be mapped more systematically across various operational areas. The novelty of this research lies in the integration of academic quality, facility adequacy, administrative flexibility, financial proportionality, and certification credibility into a unified performance mapping framework. By presenting results in the form of percentage distributions accompanied by categorical interpretations such as good and very good, the study provides a clearer and more practical representation of service performance. Such structured performance mapping enables institutions to quantitatively identify their strongest service components while simultaneously recognizing dimensions that still require improvement.

The practical implication of this research is that institutional management can utilize the percentage-based categorization as a diagnostic tool for continuous quality enhancement and strategic decision-making. By analyzing the performance scores of each service dimension, administrators can identify which areas already meet students' expectations and which aspects still require improvement. For example, dimensions categorized as good rather than very good, such as replacement class availability and tuition proportionality, may indicate operational areas where institutional policies, communication systems, or service accessibility need to be strengthened. Management may respond by developing more flexible scheduling policies, expanding make-up class opportunities, improving financial transparency, or providing additional academic support services. Furthermore, the structured evaluation framework used in this study can assist institutions in conducting periodic service quality assessments to monitor performance trends over time. From a theoretical perspective, this study contributes to expanding the discourse on service quality evaluation within the non-formal education sector, particularly in the context of private English language learning institutions. It demonstrates that service quality in such institutions

cannot be understood solely through instructional effectiveness, but must also consider administrative systems, infrastructure support, financial fairness, and certification credibility as interconnected elements that shape the overall educational experience.

Despite the contributions provided by this research, several limitations should be acknowledged. First, the study relies exclusively on quantitative perception data collected through structured questionnaires, which primarily capture students' general evaluations of institutional services. While this approach allows for systematic measurement and statistical analysis, it may not fully reveal the deeper reasons behind students' perceptions or the specific experiences that shape their evaluations. Qualitative insights obtained through interviews, focus group discussions, or open-ended responses could provide richer contextual explanations regarding students' expectations, satisfaction drivers, and perceived institutional challenges. Second, the research was conducted within a single institutional context, which may limit the generalizability of the findings to other private English course institutions with different organizational structures, student demographics, or educational models. Institutional characteristics such as location, program specialization, and target learner groups may influence service quality perceptions in different ways. Therefore, future research is recommended to adopt mixed-method approaches that combine quantitative measurement with qualitative exploration to obtain a more comprehensive understanding of educational service quality. Additionally, comparative studies involving multiple institutions would help strengthen empirical robustness and allow researchers to identify broader patterns of service performance within the non-formal English education sector.

4. CONCLUSION

This study concludes that students' perceptions of service quality in the English course institution are generally categorized as *good* to *very good*, indicating strong institutional performance across academic, infrastructural, administrative, financial, and certification dimensions. The highest evaluations were found in official certificates and diplomas, effective small-class systems, course consultant facilities, flexible scheduling, qualified native teachers, and classroom comfort, demonstrating that instructional quality and structured academic support are perceived as primary institutional strengths. Meanwhile, dimensions such as tuition proportionality, location accessibility, extra support programs, and replacement class availability, although categorized as *good*, indicate areas requiring further optimization to achieve higher service excellence. Overall, the findings confirm that multidimensional service integration significantly shapes students' institutional perceptions and that percentage-based evaluative mapping provides a practical framework for systematic quality improvement in non-formal English education contexts.

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USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the preparation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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