

## Analyzing Client Satisfaction in Outdoor Education and Training Services: Insights from Surveys and Interviews

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**Abstract:** *This research examines client satisfaction within the realm of outdoor education and training services. Employing surveys and interviews with training participants, along with quantitative and qualitative data analysis, the study investigates factors influencing client satisfaction. Results underscore the significance of training materials' quality, instructor experience, facilities, and social interaction in shaping satisfaction levels. The implications of these findings offer actionable insights for outdoor education and training service providers to enhance service quality and bolster client satisfaction.*

**Keywords:** *client satisfaction, outdoor education, training services, surveys, interviews, qualitative analysis, quantitative analysis*

### I. BACKGROUND

Outdoor education and training services encompass a diverse range of activities aimed at fostering personal development, team building, and skill enhancement in outdoor settings. Client satisfaction is paramount in ensuring the effectiveness and sustainability of these services. However, understanding the determinants of client satisfaction in this context requires a comprehensive examination of various factors. This research employs a mixed-method approach, combining surveys and interviews, to delve into the nuances of client satisfaction within outdoor education and training services. By analyzing both quantitative and qualitative data, including feedback on training materials, instructor expertise, facilities, and social dynamics, the study aims to uncover insights that can inform service providers' strategies for improving client satisfaction. Ultimately, by enhancing service quality based on these insights, outdoor education and training providers can better meet the diverse needs and expectations of their clients, thereby fostering long-term relationships and organizational success.

### II. THEORETICAL BASIS

#### 2.1. Customer satisfaction

According to Kotler (2002), customer satisfaction is the satisfaction/disappointment felt by consumers after comparing expectations and existing reality. Therefore, it can also be said that customer satisfaction or dissatisfaction is the customer's response to the perceived evaluation between previous expectations and the actual performance of the service/product that is felt after using it.

According to Zeithaml (1990), customer satisfaction in services can be measured from the value of the gap between the desired expectations and the customer perceptions received.

Customer expectations have two meanings. First, what customers believe will happen when the service is delivered. Second, what the customer wants to happen (expectations). Perception is what one sees/experiences after entering an environment that is expected to give something to it. Traditionally, the definition of customer satisfaction/dissatisfaction is the difference between expectations and perceived performance.

A satisfied customer is a customer who feels they have received *value* from a supplier, manufacturer or service provider. This *value* comes from a product, service, system or something emotional in nature. If customers say that *value* is a quality product, then satisfaction occurs if the customer gets a quality product. If *the value* for customers is comfort, then satisfaction will come if the service they receive is truly comfortable. If *the value* from customers is cheap prices, then customers will be satisfied with producers who provide the most competitive prices (Handi Irawan, 2002).

In the context of *consumer behavior theory*, satisfaction is defined more from the perspective of the consumer's experience after consuming or using a product or service. One definition states that satisfaction is a perception of a product or service that has met expectations. Therefore, customers will not be satisfied, if customers have the perception that their expectations have not been met.

Customers will feel satisfied if their perception is the same or more than expected. From this it can be seen that what is important is perception and not actual. So, it could happen that actually, a product has the potential to meet customer expectations, but it turns out that the results from customer perceptions are not the same as those desired by the manufacturer. This can happen because of a gap in communication.

Customer satisfaction really depends on customer expectations. Therefore, a customer satisfaction strategy must be preceded by detailed and accurate knowledge of customer expectations. Customer expectations can sometimes be controlled by the company. More often, manufacturers are unable to control their expectations. This is what makes customer satisfaction dynamic.

What should be noted is that customer satisfaction is the accumulated result of consumers or customers in using products and services. Therefore, every new transaction or experience will have an impact on customer satisfaction. Likewise, customer satisfaction has a time dimension because it results from accumulation. Therefore, whoever is involved in customer satisfaction matters, he has involved himself in long-term matters. Efforts to satisfy customers are a long experience that knows no end.

## 2.2 Service Business

Some definitions of services are any action or deed that can be offered by one party to another party, which is basically invisible and does not result in ownership of something. Service production can be related to physical products or not ( Kotler , 2002). Services are an integrated package ( *service package* ) consisting of explicit and implicit services provided in or with supporting facilities and using auxiliary goods ( Fitzsimmon , 1982).

Thus, services are a package of actions or performance offered by one party to another party, the nature of which cannot be seen and does not result in property rights to something, and consists of four basic elements, namely, supporting facilities, auxiliary goods, services. explicit and implicit services. According to Berry , Parasuraman and Zeithaml (1990), service products have three characteristics that differentiate them from goods products. The three characteristics of these service products are:

- *Intangible* (not real) , meaning that the service has no form, but its existence can be felt by consumers through a service process created by the service provider (producer).
- *Heterogeneous* (heterogeneous) , meaning that the service process varies from producer to producer, from consumer to consumer and from time to time. Inseparable (inseparable), because the elements of production and consumption in service products are inseparable, even quality in services often appears in when services are provided.

Kotler (2002) , added one dimension, namely: *Perishability* (not long) , This means that service products are not something that can be stored like manufactured products, service products are produced and consumed immediately.

## 2.3 Service Quality

The definition of service quality focuses on efforts to fulfill customer needs and desires and the accuracy of delivery to match customer expectations. According to Wyckof (in Lovelock , 1988), service quality is the expected level of excellence and control over this level of excellence to fulfill customer desires. In other words, there are two main factors that influence service quality, namely *expected service* and *perceived service* ( Parasuraman , et al., 1985). If the service received or felt ( *perceived service* ) is as expected, then the quality of the service is perceived as good and satisfactory. If the service received exceeds customer expectations, then the service quality is perceived as ideal quality. Conversely, if the service received is lower than expected, then the quality of the service is perceived as poor. Thus, whether the service quality is good or not depends on the service provider's ability to consistently meet customer expectations.

## 2.4 Dimensions of Service Quality

Service quality, according to Tjiptono (1997), is the expected level of excellence and control over this level of excellence to fulfill customer desires. In other words, there are two main factors influencing service quality, namely *expected service* and *perceived service* or the expected service quality and the service quality received or felt. Parasuraman, et.all (in Sinaga, 2010: 53) suggests that service quality can be defined as how far the difference is between reality and customer expectations for the services they receive or obtain. The indicators used to measure the quality of services are:

- a. Direct evidence ( *tangibles* ) includes the physical facilities owned by the Behavioral Education and Training Center, equipment and appearance of facilitators and employees.
- b. Reliability is *the* ability to provide promised services promptly, accurately and satisfactorily. Includes; mastery of material, ability to motivate, familiarity, method of delivery and .
- c. Responsiveness is *the* desire and willingness of staff/employees to help customers and provide responsive service. Includes handling complaints quickly.
- d. Guarantees include mastery of product *knowledge* and politeness, friendliness in service and *the* trustworthy nature of staff/employees.
- e. Empathy includes ease in establishing relationships, good and effective communication and ease in conveying customer complaints and suggestions.

Service quality is influenced by two factors, namely perceived service *and* expected service . If there is a mismatch between the perceived service and the expected service, a gap will *arise* .

According to Berry , et al (1990) service quality has ten basic dimensions. Expected services *and* perceived services *have* the same dimensions. This dimension is assessed when customers are asked to state *the expected* and *perceived service* they receive. The dimensions of service quality and their definitions can be seen in table 1.

**Table 1.** Ten Dimensions and Definitions of Service Quality

<b>Dimensions</b>	<b>Definition</b>
1. <i>Tangibles</i>	Namely physical evidence of services, in the form of physical facilities, equipment used, physical representation of services.
2. <i>Reliability</i>	This includes two main things, namely work consistency and the ability to be trusted. This means that the company provides its services correctly from the first moment.

3. <i>Responsiveness</i>	Namely the willingness or readiness of employees to provide services needed by customers.
4. <i>Competence</i>	This means that everyone in a company has the skills and knowledge needed to be able to provide certain services.
5. <i>Courtesy</i>	Includes politeness, respect, attention and friendliness of contact personnel.
6. <i>Credibility</i>	Namely the nature of honesty and trustworthiness.
7. <i>Security</i>	That is, safe from danger, risk or doubt. This aspect includes physical security, financial security and confidentiality
8. <i>Access</i>	Includes ease of being contacted and found.
9. <i>Communications</i>	This means providing information to customers in a language they can understand, and always listening to customer suggestions and complaints.
10. <i>Understanding the customer</i>	Namely an effort to understand customers

After conducting various tests, Berry et al (1990), crystallized the ten dimensions of service quality into 5 main dimensions which they then called the SERVQUAL dimensions. These five dimensions are the reference in assessing the quality of services provided by service providers. It contains ten basic dimensions of quality.

Table 2 SERVQUAL Dimensions

<b><i>Dimensions</i></b>	<b><i>SERVQUAL Dimensions</i></b>				
	<i>Tangibles</i>	<i>Reliability</i>	<i>Responsiveness</i>	<i>Assurance</i>	<i>Empathy</i>
<i>Tangibles</i>					
<i>Reliability</i>					
<i>Responsiveness</i>					
<i>Competence, Courtesy, Security</i>					
<i>Access, Communication, Understanding the customers</i>					

In terms of the quality of outdoor education and training services, the factors/attributes that influence patients in choosing a hospital can be identified, as described in table 3.

Table 3 SERVQUAL dimensions and indicators in outdoor education and training businesses

<b>Dimensions</b>	<b>Indicator</b>
<i>Tangibles</i>	<ul style="list-style-type: none"> <li>▪ The training equipment used helps understanding of training concepts</li> <li>▪ The safety equipment and clothing provided are very comfortable</li> <li>▪ A comfortable and representative bed and place of worship</li> <li>▪ Campus facilities and infrastructure really support outdoor training</li> </ul>
<i>Reliability</i>	<ul style="list-style-type: none"> <li>▪ Training procedures as promised</li> <li>▪ Training materials are prepared according to customer requests and needs</li> <li>▪ Appropriate training methods in solving problems and meeting customer needs</li> <li>▪ Training schedule according to training needs</li> </ul>
<i>Responsiveness</i>	<ul style="list-style-type: none"> <li>▪ Facilitator's ability to be fast and responsive in guiding</li> <li>▪ The accommodation and food provided meets nutritional and calorie needs to support outdoor training</li> <li>▪ Facilitators in training are capable and competent in facilitating training</li> <li>▪ Safety procedures are carried out well</li> </ul>
<i>Assurance</i>	<ul style="list-style-type: none"> <li>▪ The facilitator is capable and understands the training material provided</li> <li>▪ The capabilities of the task force and other supporting staff are very adequate in preparing training</li> <li>▪ The facilitator has an attitude of courtesy, respect, attention and friendliness</li> <li>▪ The facilitator has integrity and can be trusted</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>▪ A humanist and educational approach 'not militarism' is appropriate and supports training</li> <li>▪ The language and material presented are clear and easy to understand</li> <li>▪ Facilitators are able to understand and answer customer complaints quickly</li> </ul>

### III . RESEARCH METHODS

In this research, descriptive-quantitative methods were used. To answer the formulation of the problem regarding the extent of customer/patient satisfaction with company performance, *Importance-Performance Analysis* or *Analysis of the Level of Importance and Performance/Customer Satisfaction* is used .

In this case a 5 level (Likert) scale is used which consists of Performance Criteria; Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1, Expected Performance; Very Important = 5, Not Important = 4, Somewhat Important = 3, Not Important = 2, Very Less Important = 1.

Giving a score for each answer to company performance and consumer expectations aims to simplify data processing. Based on the results of the assessment of the level of expectations/importance and the results of the performance/appearance assessment, a calculation will be produced regarding the average value and average of the average.

In this research there are two variables represented by the letters X and Y, where X is the level of company *performance* , while *Y* is the level of *customer interest* .

A Cartesian diagram is a shape divided into four parts bounded by two lines that intersect perpendicularly at points (X, Y), where factors or attributes, and Y is the average of the average scores for the level of importance of all factors that influence satisfaction. Next, the levels of these elements will be described and divided into four parts into a Cartesian diagram as in Figure 1.

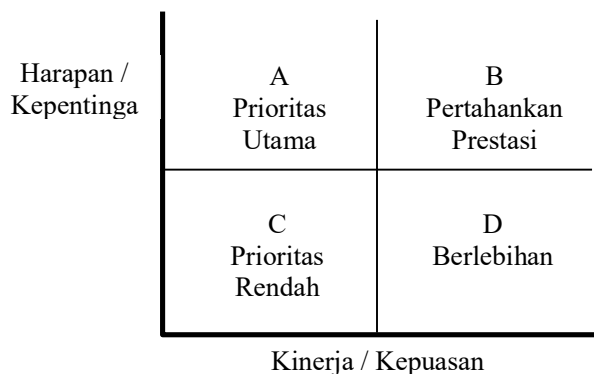


Figure 1 Cartesian diagram

Information :

- A. Shows factors or attributes that are considered to influence customer satisfaction, including service elements that are considered very important, but management has not implemented them according to customer wishes. So disappointing / dissatisfied.
- B. Shows the basic service elements that the company has successfully implemented, and therefore must be maintained. Considered very important and very satisfying.

- C. Showing several factors that have less important influence on customers, implementation by the company is mediocre. Considered less important and less satisfying.
- D. Showing factors that influence customers is less important, but its implementation is excessive. Considered less important but very satisfying.

### **3.1 Data Collection Tools**

The tool used in collecting research data is a questionnaire which contains service quality variables as written above as questions, then we distribute the questionnaire to respondents.

Respondents in this study were users of outdoor education and training services ( *outbound training* ) at the behavioral education center at Wijaya Putra University for the period January 2014 to June 2014. The number of questionnaires distributed was 150, the number of questionnaires that were complete and could be processed was 143.

### **3.2 Validity Tests and Reliability Tests**

In this research, the type of validity used is the product moment correlation number (r). From the results of the validity test, with a significance level of 5%, the r value was below the critical value of 0.3. The reliability test was carried out using the *Cronbach Alpha method* , with a minimum reliability coefficient that must be met by a measuring instrument of 0.7.

## **IV. DISCUSSION**

### **4.1 Validity and Reliability Test**

Validity and reliability tests on the direct evidence dimension show that all indicators in each variable are valid so that all indicators in the questionnaire are valid and can be used for further data processing. Based on the results of the reliability test, it was found that all *cornbanch alpha* coefficient values were above 0.7, thus the measuring instrument used in this research had good reliability.

### **4.2 Customer Satisfaction Index**

The user satisfaction index for outdoor education and training services produces a negative gap value, meaning that customer expectations for service are higher than previously perceived. The smaller the negative difference, the better. Companies with good service levels will have a difference smaller than – 1 (negative one). The user satisfaction index of outdoor education and training services for the five dimensions of SERVQUAL can be seen in Table 4.



Table 4 Customer Satisfaction Index

<b>Dimensions</b>	<b>Indicator</b>	<b>Performance</b>	<b>Hope</b>	<b>Gap</b>
<i>Tangibles</i>	The training equipment used helps understanding of training concepts (x1.1)	3.27	3.35	-0.08
	Safety equipment and clothing provided are very comfortable (x1.2)	3.38	3.44	-0.06
	Comfortable and representative bed and place of worship (x1.3)	3.59	3.67	-0.07
	Campus facilities and infrastructure really support outdoor training (x1.4)	3.42	3.20	0.22
<i>Reliability</i>	Training procedures as promised (x2.1)	3.52	3.20	0.31
	Training materials are prepared according to customer requests and needs (x2.2)	3.48	3.35	0.14
	Appropriate training methods in solving problems and meeting customer needs (x2.3)	3.69	3.49	0.21
	Training schedule according to training needs (x2.4)	3.52	3.63	-0.11
<i>Responsiveness</i>	Facilitator's ability to be fast and responsive in guiding (x3.1)	3.51	3.44	0.07
	The accommodation and food provided meet the nutritional and calorie needs to support outdoor training (x3.2)	3.38	3.90	-0.52
	Facilitators in training are capable and competent in facilitating training (x3.3)	3.56	3.70	-0.14
	Safety procedures are implemented properly (x3.4)	3.63	3.93	-0.30
<i>Assurance</i>	Facilitator is able and understands the training material provided (x4.1)	3.64	3.63	0.00
	The ability of the task force and other supporting personnel is very adequate in preparing training (x4.2)	3.66	3.72	-0.05
	The facilitator has an attitude of courtesy, respect, attention and friendliness (x4.3)	3.88	3.89	-0.01

	The facilitator has integrity and can be trusted (x4.4)	3.37	3.44	-0.07
	A humanist and educational approach 'not militarism' is appropriate and supports training (x5.1)	3.65	3.32	0.33
<i>Empathy</i>	The language and material presented are clear and easy to understand (x5.2)	3.63	3.30	0.33
	Facilitator is able to understand and answer customer complaints quickly (x5.3)	3.71	3.66	0.04

The perception value of service users. The training equipment used to help understand the training concept (x1.1) is 3.27, while the service user expectation value is 3.35, so the service quality gap value is -0.08. The perception value of service users. The safety equipment and clothing provided is very comfortable (x1.2) is 3.38, while the service user expectation value is 3.44, so the service quality gap value is -0.06. The perception value of service users for comfortable and representative beds and places of worship (x1.3) is 3.59, while the service user expectation value is 3.67, so the service quality gap value is -0.07.

The perception value of campus facilities and infrastructure service users that strongly support outdoor training (x1.4) is 3.42, while the service user expectation value is 3.20 so the service quality gap value is 0.22. The perception value for service users of training procedures as promised (x2.1) is 3.52, while the service user expectation value is 3.20 so the service quality gap value is 0.31. The perception value of service users. Training materials prepared according to customer requests and needs (x2.2) is 3.48, while the value of service user expectations is 3.35, so the service quality gap value is 0.14.

The perception value of service users for appropriate training methods in solving problems and meeting customer needs (x2.3) is 3.69, while the value of service user expectations is 3.49 so the service quality gap value is 0.21. The perception value of service users. The training schedule according to training needs (x2.4) is 3.52, while the value of service user expectations is 3.63, so the service quality gap value is -0.11. The service user's perception value of the facilitator's ability to be quick and responsive in guiding (x3.1) is 3.51, while the service user's expectation value is 3.44 so the service quality gap value is 0.07. The perception value of service users that the accommodation and consumption provided fulfills nutritional and calorie needs to support outdoor training (x3.2) is 3.38, while the service user's

expectation value is 3.90, so the service quality gap value is -0.52. The perception value of service users that facilitators in training are capable and competent in facilitating training (x3.3) is 3.56, while the service user expectation value is 3.70, so the service quality gap value is -0.14.

The perception value of service users that safety procedures are carried out well (x3.4) is 3.63, while the value of service user expectations is 3.93, so the service quality gap value is -0.30. This negative gap value indicates that service users' expectations of safety procedures being carried out well are higher than previously perceived. The perception value of service users that the facilitator is able and understands the training material provided (x4.1) is 3.64, while the service user expectation value is 3.63, so the service quality gap value is 0.00.

The perception value of service users. The ability of *the task force* and other supporting staff to be very adequate in preparing training (x4.2) is 3.66, while the value of service user expectations is 3.72, so the service quality gap value is -0.05. The perception value of service users that the facilitator has an attitude of courtesy, respect, attention and friendliness (x4.3) is 3.88, while the service user expectation value is 3.89, so the service quality gap value is -0.01. The perception value of service users that the Facilitator has integrity and can be trusted (x4.4) is 3.37, while the value of service user expectations is 3.44, so the service quality gap value is -0.07.

The perception value of service users. A humanist and educational approach to training 'not militarism' is appropriate and supports training (x5.1) is 3.65, while the value of service user expectations is 3.32 so the service quality gap value is 0.33. The Perception Value of service users: Language and material delivered clearly and easily understood (x5.2) is 3.63, while the service user expectation value is 3.30, so the service quality gap value is 0.33. The perception value of service users that the facilitator is able to understand and answer customer complaints quickly (x5.3) is 3.71, while the value of service user expectations is 3.66, so the service quality gap value is 0.04.

Based on the results of the explanation above, the SERVQUAL indicator which has a negative gap value shows that what service users expect is higher than what has been perceived so far. This positive gap value indicates that the perception of service user performance is higher than expected. Meanwhile, a gap value of 0.00 indicates that customer expectations are comparable to those perceived so far.

#### **4.3 Average value of performance, expectations and service quality gaps**

Based on the results of data processing, it was found that the gap value in the responsiveness and Assurance dimensions *was* negative, with values of -0.22 and -0.33

respectively. This negative gap shows that customer expectations for the responsiveness and Assurance dimensions *are* higher than previously perceived. The gap value in the physical evidence ( *tangibles* ) dimension is 0.00, meaning there is no gap between service users' performance perceptions and expectations. Apart from that, the gap values in the dimensions of reliability *and* empathy *are* positive, namely 0.14 and 0.17 respectively. This positive gap value indicates that the perception of service users' performance regarding language and material that is delivered clearly and easily understood is higher than expected.

Table 5 Average value of performance, expectations and service quality gaps

<b>Dimensions</b>	<b>Performance</b>	<b>Hope</b>	<b>Gap</b>
Tangibles	3.41	3.41	0.00
Reliability	3.55	3.42	0.14
Responsiveness	3.52	3.74	- 0.22
Assurance	3.64	3.67	- 0.03
Empathy	3.66	3.49	0.17
Average	3.56	3.55	0.01

The average value of perceived customer satisfaction in the five dimensions is 3.56, while the average value of customer expectations in the five dimensions is 3.55. The average gap value towards the five is thus 0.01. This positive gap shows that perception/performance on the five dimensions is higher than expected so far.

#### **4.4 Cartesian Diagram Analysis**

Prioritization of improving quality attributes or dimensions of service quality can be done using a Cartesian diagram which is divided into four quadrants. Quadrant A is considered the attribute that has the highest priority for improvement, because the level of expectations is high, but the level of perception is low. Quadrant B is a defense of achievement with a high level of expectations and a high level of perception.

Quadrant C has low priority with a low level of expectations and a low level of perception, and quadrant D is considered excessive, because the level of consumer expectations is low, while the level of perception is high.

The horizontal line is the average value of service users' expectations for the quality of outdoor education and training services. The vertical line is the average perception value of users of outdoor education and training services regarding the quality of services provided to

consumers. Vertical and horizontal axis cuts are based on the average score of all service satisfaction attributes studied.

Based on Figure 1 of the Cartesian Diagram above, we can see that the indicators included in quadrant A which are the main priorities that must be improved are that the accommodation and food services provided have met nutritional and calorie needs to support outdoor training. Many service users are dissatisfied with this. this indicator. This is possible due to management's lack of understanding of the diversity of Indonesian food and tastes, this is because service users at the Behavioral Education Center of Wijaya Putra University come from various ethnicities from all over Indonesia.

Meanwhile, indicators included in quadrant B, which are achievements for management that must be maintained, include; The bed and place of worship are comfortable and representative. The training schedule is in accordance with training needs. Safety procedures are carried out well. The facilitator is able and understands the training material provided. The ability of the task force and other supporting staff is very adequate in preparing the training. The facilitator has a polite attitude. , respectful, attentive and friendly and the Facilitator is able to understand and answer customer complaints quickly.

Meanwhile, indicators that fall into quadrant C show several factors that have a less important influence on customers, and implementation by the company is mediocre. Considered less important and less satisfactory, namely the training equipment used helps understanding of the training concept, the safety equipment and clothing provided are very comfortable, the campus facilities and infrastructure really support outdoor training, the training materials are prepared according to customer requests and needs and the facilitator has integrity and trustworthiness

In quadrant D, it shows that factors that influence customers are less important, but their implementation is excessive. Considered less important but very satisfying, among others; training procedures as promised, appropriate training methods in solving problems and meeting customer needs, facilitators' ability to be quick and responsive in guiding, a humanist and educational approach 'not militarism' appropriate and supportive of training and language and materials delivered clearly and easy to understand.

## **V. CONCLUSION**

Based on the discussion above, it can be concluded that there is a good match between perceived performance and the expectations of users of outdoor education and training services.

This condition can be considered very satisfactory to the management for its success in providing the best service to service users.

Based on analysis of the Cartesian diagram to determine the right strategy for management in improving service quality, especially those that are the main priority (quadrant A).

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