

UDC 378

THE EFFECT OF DISTINCTIVE CAPABILITY AND CUSTOMER REQUIREMENT ON MARKETING PERFORMANCE OF HIGHER EDUCATION: A SURVEY AT PRIVATE HIGHER EDUCATION IN PALEMBANG

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ABSTRACT

The measure of success of a service business lies in the internal and external satisfaction of stakeholders. Internal stakeholders in higher education are students, lecturers and employees. The size of accreditation of institutions/undergraduate study programs explains the benchmarks used as a basis for measuring and determining the quality and feasibility of undergraduate study programs in carrying out their programs. Accreditation ranking is divided into four parts, namely: (1) accreditation A with a very good predicate; (2) accreditation B with good title; (3) accreditation C with sufficient title; and (4) no accreditation. This study aims to empirically test and analyze the effect of distinctive capabilities and customer demands on marketing performance in private universities in the city of Palembang. The data used in this research is primary data. The analysis method used in this study is *Ordinary Least Square (OLS)*. The sample used is 100 respondents of the official study program of higher education in Palembang. The results showed that the distinctive capability variable has a positive and significant effect and customer requirement have no effect on the marketing performance, but the two independent variables have a direct relationship to the marketing performance of private higher education in Palembang City.

KEY WORDS

Distinctive capability, customer requirement, marketing performance.

Management of higher education has experienced a shift as befits a business institution, especially business in the service sector, so management of college must also be managed professionally. However, it still must prioritize the quality of education as a service product that must be achieved, so that it can penetrate global competition. The measure of success of a service business lies in the internal and external satisfaction of stakeholders. Internal stakeholders in college are students, lecturers and employees. External stakeholders in college include government, parents, the world of work and society (Ministry of Research and Technology of College, 2018).

It seen from development during the 2011-2018 period, the number of Private University (PU) increased by 760 or grew by 16.6 percent. The Private University growth occurred in the period 2013-2014 with a growth of 6.4 percent or an increase of 266 new universities (Ministry of Research and Technology, 2016). The lowest growth occurred in 2014-2015, Higher Education (HE) only grew 1.1 percent or 49 new Private University were established, this is due to the tight establishment of universities.

Likewise with PU in L2Dikti Region II where it can be observed that the condition of existing library facilities is inadequate, the competencies possessed by lecturers are inadequate and there is no clarity on the criteria of lecturers recruited in several PU. In terms of institutional quality, the L2Dikti Region II data for 2017 shows that there are 214 PU, but only 45 PU are accredited.

Accreditation standards for institutions / undergraduate study programs describe the benchmarks used as a basis for measuring and determining the quality and feasibility of undergraduate study programs in carrying out their programs. Accreditation ranking is divided into four parts, namely: (1) accreditation A with a very good predicate; (2)

accreditation B with good title; (3) accreditation C with sufficient title; and (4) no accreditation (BAN-PT, 2017). The details can be seen in Table 1.

Table 1 – Number of PU by Accreditation Status in Palembang City, 2018

No	Accredited	Total PU
1	A	-
2	B	5
3	C	20
4	Not Accredited	19
	Total	44

Source: L2Dikti Region II, 2018.

The table above illustrates that as many as 11.36 percent of PU accredited B, 45.46 percent of PU accredited C and the remaining 43.18 percent have not been accredited. Even though the reality shows that no one has been accredited A and there are still many who have not yet been accredited, PU in L2Dikti Region II is able to create good value in the community so that it can compete with several state universities. This condition is shown by the number of active students at PU in L2Dikti as many as 373,675 people in 2015/2016. The distribution of the number of students can be explained in Figure 1.

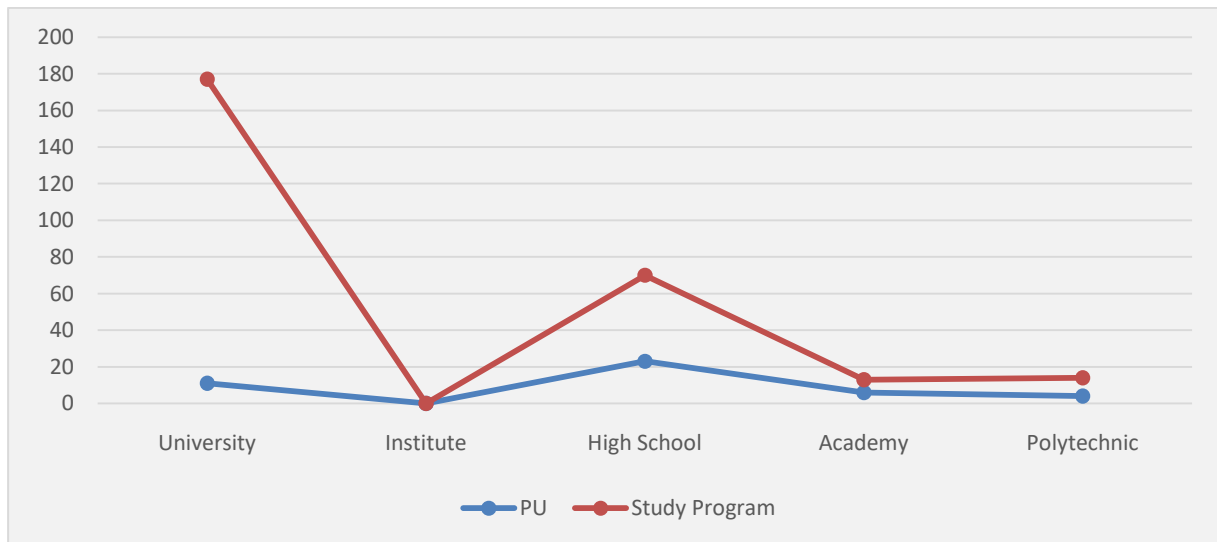


Figure 1 – Number of PU in Palembang City in 2018 (Source: L2Dikti Region II, 2018)

The picture above explains that the number of PU in Palembang is dominated by universities, then high schools, academies, polytechnics, and institutes. Each PU certainly has a different number of students. This variation in the number of students of each PU indicates the diversity of requirements of students as consumers in choosing PU that suits their wants and needs and is supported by economic factors, in addition to the internal factors of higher education support in displaying special capabilities, the ability to create innovative values and be able to meet customer requirement that can ultimately increase public trust so that by itself will build positive value in the community.

The proper use of company special capabilities will provide sustainable competitive advantages. To be able to make a special value, private universities need to evaluate the achievement of resources and organizational capabilities they have against the minimum standards required by the government as the holder of the control of University system (Best, 2011). The student's view of the internal PU in college is the key to PU success in building special capabilities through various innovations (value creation) so as to provide positive performance in the community, especially students as consumers who use educational services at these PU (Hill and Jones, 2010).

Some researches related to factors that can influence consumer interest in choosing lectures at PU include conducted by Sidin, Hussin, & Soon, (2013) and Verghese & Kamalanabhan, (2015). Kotler, Armstrong, Harris, & Piercy, (2013) studies state that understanding market needs or consumer demands plays an important role in organizational success. Furthermore Selden & Sowa (2014) and Lanang, Kirya, & Cipta (2014) revealed that the level of performance can indicate the level of success or growth and setback of an organization. This condition shows that PU has a strategy that can improve its performance through superior internal resources and the ability to detect market demand (customer requirements).

This research was conducted at universities, high schools and academies. University is a university which besides organizing academic education can also hold professional education in a number of scientific, technological and / or artistic disciplines. Colleges and academies are colleges that carry out academic and / or vocational education within the scope of a particular scientific discipline and if eligible meet professional education (PU L2Dikti Region II Directory, 2017).

Based on the phenomena and previous studies, this study will examine the effect of special capabilities and customer requirement on marketing performance in private universities in the city of Palembang.

LITERATURE REVIEW

College Marketing Performance

Marketing performance is a measure of achievement obtained from the overall process of marketing activities of a company. Huang et al (2010), Guenzi, Troilo (2014), Good and Store (2012), Arif and Widodo (2011) describe several dimensions that can be used to assess the performance of educational institutions including: student performance, staff performance and institutional level performance . Indicators of student performance include: the level of graduate work, the percentage of graduates continuing study, the level of graduation of examinations, the knowledge and professional abilities of graduates. Staff / lecturer performance indicators include: performance in teaching, performance in academic research, performance in applied research, practical experience and teaching skills. Institutional-level performance indicators include: organizational culture, graduate / alumni evaluation, institutional privileges, community service, holistic education development, professional curriculum development, institutional reputation, facility management, industry-academia collaboration, magazine ratings, industry evaluation of graduate quality continuing study , exam passing rates, graduate professional knowledge and abilities.

The performance of higher education outcomes was also stated by Engkoswara (2012). He said that educational productivity consisted of at least three main components, namely: achievement, educational atmosphere, and economy.

1. Achievement. Intended as a result achieved or change due to a system that was introduced or used. This can be seen from four aspects, namely: equal distribution of education, number of graduates, quality of education, and relevance of education.
2. Educational Atmosphere. With regard to the educational process for people who participate in achieving educational goals that have been mutually agreed upon. A good atmosphere of education includes the excitement of learning, the enthusiasm of the workforce of education, and the trust of various parties.
3. The economic value of an educational institution is closely related to the overall utilization of resources.

Special Capabilities

Distinctive capability is defined as the ability to make a difference between a product or service owned by a similar competitor, which makes the difference unique and serves as a superior value for the company in market competition. According to Cravens et al., (2011) "Special ability is a complex set of aspects consisting of organizational processes, accumulation of knowledge and expertise, coordinated activities and utilization of assets".

Hitt, Ireland and Hoskisson (2011) classify company resources including tertiary institutions in three categories namely physical resources, human resources and organizational resources. Meanwhile, according to (Wheelen & Hunger, 2012) resources are assets, competencies, processes, skills or knowledge that are controlled by the company.

In view of the resource-based theory delivered by Barney & Clark, (2016) explains that distinctive capabilities / capabilities are attributes of a company that make it possible to pursue strategies that are more effective and efficient than other companies. The prevailing view of a resource-based strategy is that resources and organizational capability are important parts for strategy formulation.

Customer requirement

According to Kotler et al. (2016), the most basic human demands are needs. Needs become desires when they know an object has a specificity that gives satisfaction to its needs. Needs have been transformed into wants where desires are an advanced form of fulfilling needs that are no longer merely functional but also symbolic and emotional.

In understanding consumer needs further Kotler et al. (2016) use the term social marketing concept (societal marketing concept) namely that the organization's task is to determine the needs, desires, and interests of the target market and provide desired satisfaction more effectively and efficiently than competitors by protecting or increasing consumers and in the long run make better society. Meanwhile customers in making their demands are strongly influenced by the behavior of both internal and external factors, so that marketers in the marketing process need to understand it.

Sahney, Banwet, & Karunes, (2010) categorize customer requirement based on the concept of total quality management, namely tangible, content, attitude, competency, delivery and reliability, which are defined briefly as follows:

- 1) Tangible, condition / appearance of physical, equipment and personal facilities.
- 2) Content, nature and relevance of the product or service
- 3) Attitude, understanding of customers, service availability, accuracy and social behavior.
- 4) Competence, possessing the skills and knowledge needed to perform services.
- 5) Delivery, adjusting product or service support provided to customers through product or service providers.
- 6) Reliability, the ability to perform promised services in a bound and accurate manner.

The discussion delivered by Sahney, Banwet, & Karunes, (2010) further explains what is actually demanded by customers through the concept of providing quality services perceived by the company. The service target is to give satisfaction to the customer. This study takes the dimension of the concept conveyed by Sahney. The basis for considering the use of this concept is that tertiary institutions are quite specific service businesses with quite diverse consumers.

Previous Research

Brown and Oplatka (2006) conducted a comparative study of empirical marketing research results in higher education related to marketing communication and marketing information in relation to student decision making. The marketing communication mix includes 5 aspects: advertising, public relations, personal selling, direct mail, and sale promotion. The study of Zhang and Tansuhaj (2007) concludes that customer value orientation, brand value and business ethics affect performance. Then Saunila, Pekkola and Ukko's (2013) research found that the company's innovation capabilities had a positive impact on performance. Furthermore, Tahir's (2013) study concluded that organizational culture and value creation simultaneously affect organizational performance.

Study of Shah, Sid, Bennett (2013) found that the main factors influencing student choice are: student perceptions; access and opportunities; learning environment; lecturer quality; course design; and successful graduates. This study reinforces that students' perceptions of private educational institutions that are higher profit oriented are important factors that influence student choices for college. Furthermore Kaleka and Morgan (2015) conducted a study whose results showed that company performance and the existence of

company feedback on cooperation with other companies were two very important aspects because it would affect the company's strategy making for the future.

Kafko (2017) conducted a study that showed that service quality management, customer relationship strategies, customer retention strategies and customer orientation strategies have an effect on improving marketing performance. Zulfikar, Kartini, Suryana, and Mulyana (2017) concluded that there were significant impacts, both directly and indirectly, from the ability of innovation and value creation to marketing performance. Research by Kamboj and Rahman (2017) shows that market orientation has a positive effect on capabilities. Furthermore, Donkor, Kwarteng, and Aidoo (2018) research proves that strategic objectives have a strong positive relationship with performance, in addition, there is a significant and positive influence on innovation capability on performance. Then Gupta's research, Shri (2018) shows that the canoe model provides an effective approach in classifying different customer requirement based on their impact on customer satisfaction and improving industrial performance. Qureshi, Aziz & Mian (2017) in their research concluded that market orientation has a direct positive impact on developing marketing capabilities, while entrepreneurial orientation has an indirect impact through market orientation on marketing capabilities.

Research Hypothesis

Based on the problem formulation that has been described, the theoretical and empirical reviews above can be formulated hypotheses in this study:

1. Special capabilities have a positive effect on marketing performance in Private Universities at Palembang City.
2. Customer requirement have a positive effect on marketing performance in Private Universities at Palembang City.

METHODS OF RESEARCH

The scope of research

This study examines and analyzes the effect of special capabilities and customer requirement on marketing performance in private universities. The scope of analysis in this study is PU in Palembang. The research method used is descriptive verification research (verificative descriptive research). Descriptive research is research that aims to provide a description (description) of the variables studied (Sekaran & Bougie, 2013).

Data Sources and Types

Data in this study are primary data and secondary data, according to Ghazali (2016) primary data is data collected by the researcher to answer specific research problems. Primary data in this study are data obtained directly through the distribution of questionnaires filled out by study program / department officials in Private Universities at Palembang City. Secondary data from the Forlap Dikti Website, Journal and library.

Population and Samples

Population is an entire group, person, event or something interesting to be studied by researchers. The population in this study is the head of the study program and students in the study program in the same PU. The minimum sample size in this study was calculated using the Issac and Michael models as follows (Hair, Black, Babin, & Anderson, 2013).

$$S = \frac{\lambda^2 NP (1-P)}{d^2(N-1) + \lambda^2 P(1-P)} \quad (1)$$

Where: S = Sample Size; N = Total Population; P = proportion of population 0.50 (maximum possible sample); d = Accuracy Level 0.05, Value λ with confidence level 0.95 = 1.841

$$S = \frac{1,841^2 \times 192 \times 0,5 (1-0,5)}{0,05^2(192-1) + 1,841^2 \times 0,5 (1-0,5)} = 100$$

So the minimum sample size is 100 study program officials. Sampling uses stratified random sampling, so that each member of the population has the same opportunity to be elected as a sample member. The respondents of this study are officials of the study program at the same PU.

Table 2 – Number of PU Populations and Samples in Palembang City

No	PU form	Total PU	Total Study Program	Number of Study Program Samples
1	University	11	177	66
2	Institute	0	0	0
3	High School	23	70	24
4	Academy	6	13	5
5	Polytechnic	4	14	5
	Total	44	274	100

Source: L2Dikti Region II, processed, 2019

Data collection technique

Data collection methods used by surveys directly approach respondents, through contact persons, forming teamwork and via the internet (email census). The respondents of this study were officials of the study program in Private Universities at Palembang City.

The data of this study were obtained by submitting a list of questions to respondents through a questionnaire, the answers from the respondents to these questions are a measure to be tested. Data obtained from respondents need to be tested for validity and reliability to avoid the occurrence of bias and doubt the validity of this study, it is necessary tests of these measuring instruments. Validity and reliability tests conducted are as follows:

1. Validity Test

Validity test in this study was carried out by item analysis techniques, namely by tolerating the score of each question item with a total score for each variable. Correlation technique used in conducting validity tests is Product Moment Correlation from Pearson (Sugiyono, 2016) with the formula:

$$r = \frac{n(\sum xy) - (\sum x \sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}} \quad (2)$$

Where: r = Product Moment Correlation; x = Score of i-th Statement, i = 1,2,3, ... n; y = Total i-th Statement, i = 1,2,3, ... n; n = Number of Respondents.

Based on the calculation results, it can be seen the value of r which shows the data included in the positive or valid and negative or invalid categories. Items included in the valid category will be used in this study, while invalid items will not be included in the next hypothesis testing.

2. Reliability Test

The reliability test in this study was carried out using a split-half technique from Spearman-Brown with the following work processes:

- 1) Divide the question items into two parts namely odd question items and even statement items
- 2) Add up the scores for each question item in each hemisphere, so that two total scores are obtained for each hemisphere.
- 3) Correlate the total score of the first half with the total score of the second half by using the Product Moment Correlation formula from Pearson.
- 4) Look for reliability for the whole question items by using the Spearman Brown formula (Sugiyono, 2016) as follows:

$$r_i = \frac{2rb}{1+rb} \quad (3)$$

Where: r_i = Internal reliability of all instruments; r_b = Product Moment Correlation between the first and second halves.

r_i value will indicate the reliability of each question item in this study. Based on the results of Spearman Brown's reliability correlation calculation, it can be seen the reliability value that shows the data included in the positive or reliable category and negative or unreliable.

Given the questionnaire data obtained in the form of original scale data, and the use of path analysis requires data with interval sizes, so for further analysis the data needs to be scaled to an interval scale using the method of successive interval, with the following work steps:

- 1) Pay attention to every statement (item);
- 2) For the statement, determined the number of respondents who scored 1,2,3,4, and 5 so that the frequency (f);
- 3) Each frequency is divided by the total number of respondents' answers, so that the proportion (p);
- 4) The proportions are added in sequence for each answer score so that the cumulative proportion (p_k) is obtained;
- 5) Using the interval table, the Z value is calculated for each cumulative proportion obtained;
- 6) Determine the interval value (scale value) for each Z value with the following formula:

$$\text{Scale Value} = \frac{\text{Density at lower limit} - \text{Density at upper limit}}{\text{Area Under upper limit} - \text{Area under lower limit}} \quad (4)$$

Analysis Techniques

The analysis technique used in this study uses the analysis of multiple linear regression testing (Ordinary Least Square) which includes testing the validity, reliability and significance test (f test, t test and R squared). Based on the research objectives, the analysis model used in this study is as follows:

$$KP = \alpha_0 + \alpha_1 KI + \alpha_2 TP + e_i \quad (5)$$

Where: α_0 = Constant; α_1 = Effect of special capabilities on marketing performance; α_2 = Effect of customer requirement on marketing performance; α_1, α_2 = regression coefficient; e_i = Error term.

RESULTS AND DISCUSSION

Validity testing is done with the help of a computer using the SPSS for Windows Version 22.0 program. In this study validity testing was conducted on 100 respondents. Decision making is based on the calculated value (Corrected Item-Total Correlation) > rtable of 0.195, for $df = 100 - 1 = 99$.

Test the Validity of the Marketing Performance Variable Questionnaire

Based on the results of the calculation of the validity test of marketing performance variables with 4 question items are as follows:

Table 3 – Test Results of Validity of Marketing Performance Variables (Y)

No	Value Corrected		Item		Criteria
	Total Correlation / r_{hitung}	Sig	rtable		
1	0,827	0,000	0,195		Valid
2	0,529	0,000	0,195		Valid
3	0,777	0,000	0,195		Valid
4	0,639	0,000	0,195		Valid

Source: Data processed, 2019.

Based on Table 3, it can be seen that all questions for the variable marketing performance method have a valid status, because the value of r_{count} (Corrected Item-Total Correlation) $> r_{\text{table}}$ is 0.195.

Validity Test of the Distinctive capability Variable Questionnaire

Based on the results of the calculation of the validity of the distinctive capability variable with 14 question items are as follows.

Table 4 – Test Results for Validity of Distinctive capability Variables (X1)

No	Value Corrected		Item	Criteria
	Total Correlation / r_{profound}	Sig		
1	-0,241	0,000	0,195	Valid
2	0,970	0,000	0,195	Valid
3	0,792	0,000	0,195	Valid
4	0,626	0,000	0,195	Valid
5	0,198	0,000	0,195	Valid
6	0,760	0,000	0,195	Valid
7	0,681	0,000	0,195	Valid
8	0,144	0,000	0,195	Valid
9	0,677	0,000	0,195	Valid
10	0,896	0,000	0,195	Valid
11	0,699	0,000	0,195	Valid
12	0,949	0,000	0,195	Valid
13	0,825	0,000	0,195	Valid
14	0,834	0,000	0,195	Valid

Source: Data processed, 2019.

Based on Table 4, it can be seen that all questions for the distinctive capability variable have 12 valid status questions and 2 invalid questions with questions number 1 and 8 of -0,241 and 0,144, with a calculated value (Corrected Item-Total Correlation) $> r_{\text{table}}$ of 0.195 .

Test the Validity of the Customer Demand Variable Questionnaire

Based on the results of the calculation of the validity of the customer requirement variable with 5 question items are as follows.

Table 5 – Test Results of Variable Customer Demand Validity (X2)

No	Value Corrected		Item	Criteria
	Total Correlation / r_{hitung}	Sig		
1	0,844	0,000	0,195	Valid
2	0,331	0,000	0,195	Valid
3	0,721	0,000	0,195	Valid
4	0,854	0,000	0,195	Valid
5	0,731	0,000	0,195	Valid

Source: Data processed, 2019.

Based on Table 5, it can be seen that all questions for customer demand variables are valid with a value of r_{count} (Corrected Item-Total Correlation) $> r_{\text{table}}$ of 0.195 or in other words the value of r_{count} for the customer demand variable is greater than r_{table} .

Reability Test

Reliability test is performed on question items that are declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent.

The instrument reliability coefficient is intended to see the consistency of the items given by respondents. The analytical tool uses the split half method by correlating the total score of odd versus even numbers, then the reliability is calculated using the formula "Alpha Cronbach". The calculation is done with the help of the SPSS computer program. The reliability for each variable results are presented in the following table:

Table 6 - Reliability Test Results

No	Variabel	Ralpha	r _{critical}	Criteria
1	Marketing Performance (Y)	0,646	0,600	Reliabel
2	Special Capabilities (X ₁)	0,901	0,600	Reliabel
3	Customer requirement (X ₂)	0,693	0,600	Reliabel

Source: Data processed, 2019

Based on Table 6, the reliability test was performed on the question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. So the reliability coefficient results of the Marketing Performance instrument is $r_{ll} = 0.646$, the Distinctive capability instrument is $r_{ll} = 0.901$, and the Customer Demand instrument is $r_{ll} = 0.693$, it turns out that the "Alpha Cronbach" value is greater than 0.600, which means all three instruments are declared reliable or fulfill the requirements.

Estimated Research Model

The results of the regression equation for marketing performance variables, special capabilities and customer requirement, can be shown in Table 7:

Table 7 – Multiple Linear Regression Results

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1,620	,745		2,175	,032
	Special Capabilities (X1)	,198	,020	,807	9,774	,000
	Customer requirement (X2)	,054	,065	,068	,829	,409

a. Dependent Variable: Marketing Performance

Source: Data processed, 2019.

Based on the results of statistical calculations as in Table 7, we get the multiple linear regression equation on the consumer behavior as follows:

$$MP = 1,620 + 0,198SC + 0,054CD + e_i$$

Estimation results show that the coefficient value for the Distinctive capability variable (SC) is 0.198 and has a positive relationship, which means that when the distinctive capability variable increases, the marketing performance variable will also increase by 0.198 with a probability value of $0,000 < 0.05$ degrees of error by 5% so that it is statistically significant and influences marketing performance.

The coefficient value for the Customer Demand variable (CD) is 0.054 and has a positive relationship, which means that when the demand for customer requirement rises, the marketing performance variable will also increase by 0.054 with a probability value of $0.409 > 0.05$ greater than the degree of error by 5% so that statistically the customer requirement variable is not significant to the marketing performance variable.

Classic assumption test

This classic assumption test aims to test the feasibility of the multiple regression model used in this study. This test is also intended to ensure that the regression model used does not exist, multicollinearity and heteroscedasticity. The assumption test results are as follows:

Normality Test

The results of the normality test based on plots analysis are as follows:

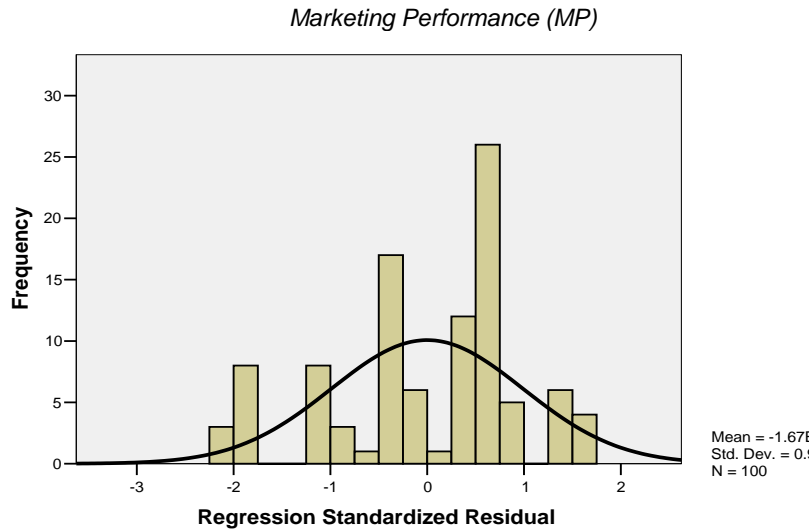


Figure 2 - Normality Test Results

From the bar histogram image above it appears that the distribution of data is distributed according to the distribution of the normal curve. Thus it can be said that the data in this study have been normally distributed. This result is supported by the following scatterplot results, which show that the data used in the study has spread on the diagonal axis.

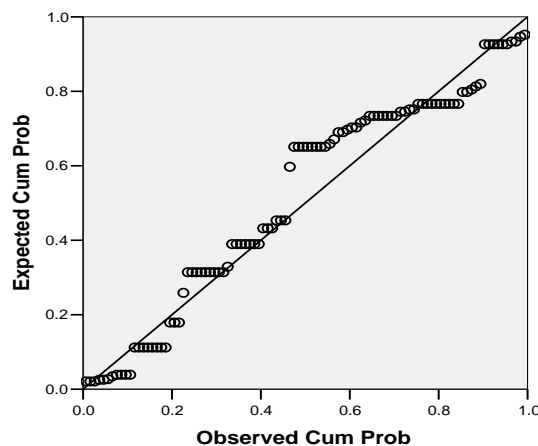


Figure 3 - Test Results for Normality – Catterplot

If the point is far away or scattered and does not follow a diagonal line, this shows that the residual value is not normally distributed. Based on these results, the points of the results of the analysis still follow the diagonal line so the data is normally distributed.

Multicollinearity Test

Multicollinearity test aims to test whether the regression model found a high correlation between independent variables. If there is a high correlation, then there is a multicollinearity problem. A good regression model should not have a high correlation between the independent variables.

Testing the presence or absence of multicollinearity symptoms is done by looking at the value of VIF (Variance Inflation Factor) and Tolerance. If the VIF value is below 10, then the regression value does not have a multicollinearity problem. The results of the multicollinearity test of the marketing performance equality model are presented in Table 8 below:

Table 8 – Multicollinearity Test Results in Regression Marketing Performance Models

Model		Coefficients ^a	
		Collinearity Statistics	
		Tolerance	VIF
(Constant)			
1	TOTAL Special Capabilities (X ₁)	,389	2,571
	TOTAL Customer requirement(X ₂)	,389	2,571

a. Dependent Variable: Marketing Performance

Source: Data processed, 2019.

Based on Table 8 it can be seen that the VIF value for the Distinctive capability variable produces a value of 2.571, and the Customer Demand variable value is 2.571. The results of the multicollinearity test with the VIF value of each variable showed a value of less than 10. For the results of the tolerance value for the variable Marketing Performance variable produced a value of 0.389, and the Customer Demand variable value of 0.389. The tolerance value of each variable shows a value of more than 0.100, so it can be concluded that there is no multicollinearity relationship in the marketing performance regression equation model.

Autocorrelation Test

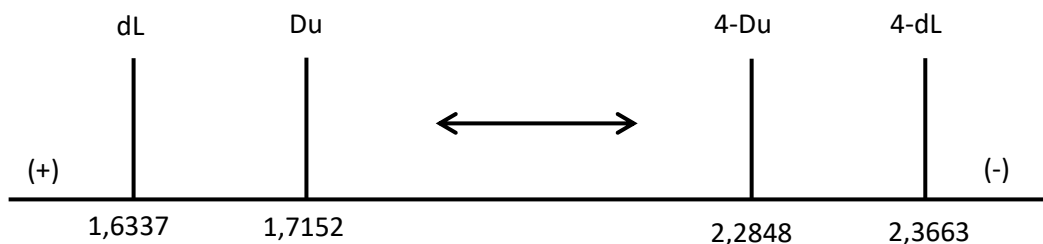
The autocorrelation test aims to test whether in a linear regression model there is a correlation between the fault error in period t and the error in period t-1 (previous). If there is a correlation, then there is a problem called autocorrelation. Autocorrelation arises because consecutive observations all the time are related to one another. One of them to detect the presence or absence of autocorrelation is the Durbin-Watson Test (DW test).

Table 9 – Autocorrelation Test Result

Model	Change Statistics					Durbin-Watson
	R Square Change	F Change	df1	df2	Sig. F Change	
1	,743	139,959	2	97	,000	1,917

Source: Data processed, 2019.

Based on the classification of Durbin Watson (DW) values, namely $\alpha = 5$ percent, $k = 2$, $n = 100$, we get:



From Table 9 the value of Durbin Watson (DW) shows a value of 1,917. The dL and Du values can be seen in the Durbin Watson table with a significance level of 5 percent. In the Durbin Watson table shows the value of dL is 1.6337 and the value of Du is 1.7152, it can be concluded that the DW value is 1.917 and $(4-Du) 4-1.7152 = 2.2848$ and $(4-dL) 4-1, 6337 = 2.3663$. In this test to calculate the detection of positive autocorrelation with the criteria value of $dw > dU$, which is $1.917 > 1.715$ and the detection of negative autocorrelation with the criterion value $(4-d) > dU$, which is $2.083 > 1.715$. And it can be concluded that in this study

there is no positive autocorrelation and no negative autocorrelation so it can be concluded at all that for the three variables there is no autocorrelation.

Heteroscedasticity Test

Heteroscedasticity test to detect the presence or absence of heterokedasticity is to look at the plot graph between the predicted value of the dependent variable (ZPRED) with the residual SRESID. If there are certain patterns such as the points that form a certain regular pattern, then heterokedasticity has occurred. Conversely, if it does not form a regular pattern, then heterokedasticity does not occur.

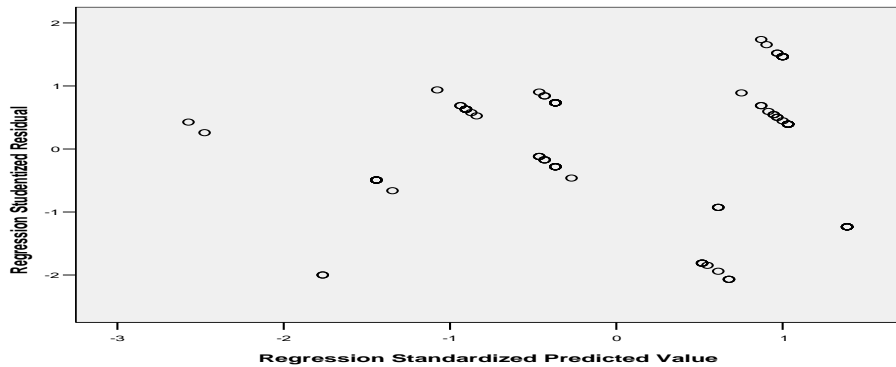


Figure 4 - Heteroscedasticity Test Results

Based on the picture above, it can be concluded that the results of data analysis for the three variables do not form a certain regular pattern, so it can be said that heteroscedasticity does not occur.

F Test

F test is done to see the effect of independent variables on the dependent variable together or as a whole. The parameter is if the F-calculated value is greater than the F-table value or the F-calculated probability value is smaller than the alpha value (α), then it can be said that overall the independent variables in the model have a significant effect on the dependent variable. Following table of F Test results below:

Table 10 - F Test Result

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	276,110	2	138,055	139,959	,000 ^a
	Residual	95,680	97	,986		
	Total	371,790	99			

Source: Data processed, 2019.

Based on Table 10, the calculated F value of 139.959 and a significance value of 0.000, then F table is calculated with df 1 (number of free variables as much as 2) and df 2 (number of samples 100-2-1) with a significance level of 0.05, the value obtained is 3.09. Describe that Fcount > F table with a significance value below 0.05. Thus, H0 is rejected, meaning that the Distinctive capability and Customer Demand variables have a significant effect on Marketing Performance.

T Test

T test is used to determine whether the independent variable partially influences the dependent variable or not. The t test results shown in Table 11:

Table 11 – T Test Result

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1,620	,745		2,175	,032
Special Capabilities (X ₁)	,198	,020	,807	9,774	,000
Customer requirement (X ₂)	,054	,065	,068	,829	,409

a. Dependent Variable: Marketing Performance

Source: Data processed, 2019.

Table 11 shows that the distinctive capability variable t counted marketing performance of 9,774 with a ttable value of 1.6607, a significance of 0,000 less than 0.05. Based on the decision criteria $t_{count} > t_{table}$ ($9,774 > 1,6607$), it means that H₀ is rejected, meaning that special capabilities have a significant effect on marketing performance. As for the variable customer requirement for marketing performance of 0.829 with a ttable value of 1.6607, the significance of 0.000 is less than 0.05. Based on the decision criteria $t_{count} < t_{table}$ ($0.829 < 1.6607$), it means that H₁ is accepted, meaning that the customer requirement variable has no significant effect on marketing performance.

Coefficient of Determination R²

The coefficient of determination (R-squared) illustrates the ability of the regression model to explain the variation of the dependent variable, while values outside the coefficient of determination (1- R²) are explained by other factors outside the research analysis model. Following the table below are the results of the R² Determination Coefficient test:

Table 12 – Test Results for the Determination Coefficient of the Marketing Performance Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,862(a)	,743	,737	,99317

Source: Data processed, 2019.

The R-square value in the regression equation is 0.743 or 74 percent, meaning that the variation of the independent variables used in the Distinctive capability and Customer Demand models is able to explain 74 percent of the variation than the Marketing Performance variable, while the remaining 26 percent is explained by other variables not included in the this research model.

CONCLUSION

Based on the results of estimates and analysis conducted regarding the effect of capabilities and customer requirement on the marketing performance of private universities in Palembang City, it can be concluded as follows:

1. Distinctive capability has a positive and significant effect on the marketing performance in PU at Palembang City. That is, the more special capabilities that are owned, the higher the marketing performance in PU at Palembang City, and vice versa.
2. Customer requirement do not affect the marketing performance in PU at Palembang City. That is, variable customer requirement do not have a significant impact on improving PU marketing performance.
3. The coefficient of determination of 0.743 indicates that 74.30 percent of the distinctive capability variable influences the marketing performance in PU at Palembang.

Suggestions

The findings in this study provide some recommendations in PU especially at Palembang City, as follows:

1. Every private university must be able to determine the right strategy by considering its special capabilities both in tangible, intangible aspects, and organizational capabilities, so that it can stimulate prospective customers, students in choosing universities.
2. Every PU needs to have advantages (privileges) such as offering new programs as an effort to improve the quality of its products, efforts to increase accreditation and other businesses.
3. Considering this research has limitations, for further research it should include other variables besides special capabilities and customer requirement that are thought to affect PU marketing performance, such as the internal and external institutional environment.

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