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Penulis : Monika Kristanti

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**1. Bukti Konfirmasi Review
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Fwd: Asking information about CTL Inbox x**Listia Natadjaja** <listia@petra.ac.id>

to me

----- Forwarded message -----

Dari: **Waghid, Yusef** [yw@sun.ac.za] <YW@sun.ac.za>

Date: Sel, 4 Jun 2019 18:09

Subject: Re: Asking information about CTL

To: Listia Natadjaja <listia@petra.ac.id>

Ini komentar dr ketua editor untuk artikel Bu Monika.

Dear Listia

Also be advised that unless the Kristanti article is improved in English, we will have to withdraw it.

Yours sincerely

Yusef Waghid
Distinguished Professor
Philosophy of Education



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Revisi CTL Inbox x**Listia Natadjaja** <listia@petra.ac.id>
to me

Fri, Jun 7, 2022

Indonesian

English

[Translate message](#)

Dear Bu Monika,

Berikut saya attachkan hasil review dari reviewer CTL.
Saya sudah menanyakan harga poles Inggris, tp belum ada jawaban.
Jika ada pertanyaan bisa reply email ini. Terima kasih.

Salam,
Listia

The improvement of service quality of small-scale food service business in
Surabaya

Monika Kristanti, Petra Christian University

Abstract

Two types of small-scale food service business that exist in Surabaya are
hamburger centers and donuts. Generally, donuts and hamburger centers are mass-produced.

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The improvement of service quality of small-scale food service business in Surabaya

Monika Kristanti, Petra Christian University

Abstract

Two types of small-scale food service business that exist in Surabaya are hawker centres and *depots*. Generally, *depots* and hawker centres are managed unprofessionally as the owner does not pay attention to the service quality. Conversely, nowadays customers have demanded more for nice atmosphere and good service even for a micro and small scale food service business. Based on a survey, it was identified that hawker centres and *depots* have low level of three aspects, including hygiene and sanitation, knowledge of service quality, and staffs' grooming. Training was given to the staff on food and personal hygiene; knowledge of food safe packaging; and how to provide excellent services. On the basis of feedback from the owner and the customers, it was found that these activities had positive impacts on *depots*, hawker centres and the customers. Hawker centres and *depots* could improve the service quality so that customers feel satisfied while eating there. This programme also gives impact to the lecturer and the students that the students learn to be humble and open minded, learn how to interact with people from different background and learn to have self-control and not to underestimate other people. Most importantly, the students realize that they should give thanks for what they already have.

Keywords

service quality

depot

hawker centre

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1. Introduction

As stated by Tjahjono Haryono, the chairman of Indonesian cafés and restaurant business associations in East Java, the number of food and beverage businesses in East Java grows by almost 20 per cent per year (Anon, 2014). An example is the growth of food business in Surabaya. According to the database of the association, Surabaya has more than 2000 food businesses ranging from low-class food businesses, such as hawker centres and *depots*, to high-class restaurants. A hawker centre is an open-air complex housing many stalls that sell a variety of inexpensive food. A *depot* is a small and simple place to eat with simple furniture, service and menu and it has no decoration and menu book.

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Figure 1: Hawker centre.



Figure 2: *Depot.*

However, mostly *depots* and hawker centres are managed unprofessionally by the owner. The owner does not pay attention to the customers' experience while the customers are eating in the *depots* or hawker centres. The owner does not pay attention to the service quality and customer satisfaction. Conversely, nowadays customers have demanded more for nice atmosphere and good service even for a micro- and small-scale food service business. As stated by Andaleeb and Conway (2006) customer satisfaction is significantly influenced by the responsiveness of the staff, the price and food quality. Further, Markovic et al. (2010) show that service quality is very important in creating customer satisfaction and the intention to return to a food business. Wu and Liang (2009) state that service staff positively affect customer satisfaction. Others, Liu and Jang (2009), Zopiatitis and Pribic (2007) find that food quality, reliability, cleanliness of the environment, design interior and atmosphere and staff's grooming and attitude significantly influence the customer satisfaction.

Based on the survey done by the students, it was identified that hawker centres and *depots* have low level of three aspects, including hygiene and sanitation, such as the cleanliness of the depot and/or the hawker centre; knowledge of service quality that the staff are not too friendly and not too

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responsive to the guests' need; and staff grooming. Therefore, the students in introduction to food and beverage service class were asked to do the service learning at hawker centres and *depots*. The objectives of the programme can be divided into four categories:

1. For the *depot* and hawker centre:

- Build awareness that service quality is important so that *depots* and hawker centres can improve the service quality.
- Improve the awareness that sanitation hygiene is important, such as the cleanliness of *depots* and hawker centres, the cleanliness of the food served and the cleanliness of the staff themselves.

2. For the student:

- Learn to serve and share, and give positive impact to others.
- Learn to cooperate with classmates and the owner and staff of the *depot* and hawker centre.

3. For the customer:

- Get good service and safe food while eating in *depots* and hawker centres.
- Make the customers feel comfortable and satisfied.

4. For the lecturer:

- Learn from the students' sharing how to manage *depots* and hawker centres.
- Enrich teaching materials.
- Get ideas for a research.

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2. Literature review

2.1 Service quality

Garvin state that there are five aspects of quality: a transcendental approach, a product-based approach, a user-based approach, a manufacturing-based approach and a value-based approach (Tjiptono 2012).

1. Transcendental approach:

Quality as an innate excellence is something that can be understood by intuitive; however, it is almost impossible to be communicated. This kind of perspective affirms that people can only understand quality through repeated exposure.

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2. Product-based approach:

This perspective defines quality as a characteristic, a component or an attribute of a product that can be measured. The number of product attributes determines the quality of a product.

3. User-based approach:

The quality of a product depends on the eyes of the beholder. A product that gives maximum satisfaction to the beholder is a product that has the highest quality. This perspective is subjective and demand oriented.

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4. Manufacturing-based approach:

This approach is supply based and defines quality as a conformance to requirements. The customers will not set the quality but the standards of company set the quality.

5. Value-based approach:

This perspective considers quality based on value and price. Quality is an affordable excellence, the price paid is worth it.

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Lewis and Booms define service quality as a measurement of how excellent the levels of service provided to meet customer expectations are. According to this definition, service quality can be defined through the fulfilment of the needs and desires of consumers and the precision of delivery to offset the consumer expectations. Thereby, there are two major factors that affect service quality: expected service and perceived service. If the perceived service is in accordance with the expected service, the service quality will be perceived as positive or good. If the perceived service exceeds the expected service, the service quality will be perceived as the ideal quality. Conversely, when the

perceived service is worse than the expected service, the quality of service will be perceived as negative or bad. Therefore, the performance of service quality depends on the ability of the service provider to fulfil the expectations of the customers consistently (Tjiptono 2012).

Service quality is measured by five dimensions as follows (Tjiptono 2012):

1. Tangible

It is related to the appearance of physical facilities, equipment, personnel and communication material.

2. Reliability

It is the ability to perform the promised service dependably and accurately.

3. Responsiveness

It is the willingness and ability to help customers and provide prompt service.

4. Assurance

It is related to competency, courtesy and credibility of staff and how the staff give the secure feeling to the guests.

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5. Empathy

It is how the staff understands the customer, and gives personal attention to the customer. It is also talk about comfortable operational hour of the company.

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2.2 Customer satisfaction

Kotler and Keller (2006) define satisfaction as a person's feeling of pleasure or disappointment that results from comparing a product's perceived performance or outcome against his/her expectations. On the other hand, Lamb et al. (2004) stated that customer satisfaction is the feeling that a product has met or exceeded the customer's expectation. Hansemark and Albinsson (2004) define satisfaction as the customer's attitude to the service provider or emotional reaction to the difference between expectation and perceived service.

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Bitner and Hubbert state that there are two ways to define customer satisfaction: first, service-encounter satisfaction, which happens when the customer feels satisfied with the service in certain area, and second, overall satisfaction, the evaluation of some or overall service area. These days, overall satisfaction is used since satisfaction becomes a determinant of customer loyalty (Quddus and Hudrasyah 2014).

According to Dutka (1993), there are three main attributes to measure customer satisfaction:

1. Attribute related to product:

Kotler (2005) stated that the product is everything, both tangible and intangible, including colour, packaging, company reputation and the service that can be offered to the market to be noticed, owned, used or consumed to satisfy customers' needs and wants.

2. Attribute related to service:

Dutka (1993) explains that there are four attributes related to service:

1. Guarantee or warranty that is given by a company for a product. If the product is defective, it can be returned to the company for repair.
2. Delivery, related to the speed and accuracy of the product and service delivery to the customer.
3. Complaint handling, how the company handles customers' complaint related to company's product or service.
4. Resolution of a problem, the company's ability to solve customers' problems.

3. Attribute related to purchase:

Purchasing attribute is a consumer-satisfying attribute related to service delivery in the pre-purchase phase and the purchase phase. There are five attributes related to purchase:

1. Courtesy, related to politeness, attention and cordiality of staff to customers.
2. Communication, the process of sending information to the customer.
3. Ease or convenience, the convenience in obtaining information on the company's product or service.

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4. Company reputation, which affects the customers' purchase decision.
5. Company competence, the company's ability to fulfil customers' needs and wants.

3 Implementation of programme

3.1 Preparation

In preparing the implementation of the service learning programme at hawker centres and *depots*, students had to make some preparations as follows:

- The students learned the food and beverage service subject such as creating an interesting menu card, providing an excellence service, creating good meal experiences and so on.
- The students and the lecturer explored hawker centres and *depots* that could be the objects of service learning.
- The students surveyed hawker centres and *depots* to know the needs of the objects.
- The students in collaboration with the lecturer tried to find an idea for training and discussed it with the owner of the *depot* or the management of the hawker centre.

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3.2 Implementation

There were three hawker centres and six *depots* in Surabaya that became the objects of the service learning programme.

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Table 1: List of hawker centres and *depots*.

No.	Name	Address	Number of staff
1	Hawker centre Gayungan	Raya Gayungan	15
2	Hawker centre Karah	Gunungsari	18
3	Hawker centre Menanggal	Menanggal	20
4	<i>Depot</i> Nyabe	Siwalankerto VIII / F-7	3

5	Depot Mr. Lucas	Pasar Atom Mall 2 nd floor	5
6	Depot Mbak Rin	Siwalankerto VIII / B-2	3
7	Depot Glory	Siwalankerto 235	3
8	Depot Bebek & Ayam Remuk	Kutisari	4
9	Depot 3M Makassar	Raya Mulyosari 120	4

The implementation at each hawker centre and *depot* was different depending on the needs of each hawker centre and *depot*. In general, it improved both the tangible and intangible aspects. The tangible aspects include the arrangement of display dishes, the tidiness of the physical environment of the hawker centre and the *depot*, and/or the tidiness of the guests' table. The intangible aspects include training related to customer service excellence, sanitation and hygiene, sales technique and so on. The methods of programme implementation both at the hawker centre and the *depot* were lectures and role play. Role play were used since people are easier to understand by seeing and trying directly than only listening.

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Each hawker centre was handled by two groups of students. There were some programmes that the students conducted at the hawker centre:

1. Coaching related to sanitation and hygiene:

The staff was coached about the importance of food hygiene, personal hygiene and also the cleanliness of environment. All the aspects mentioned are important for hawker centres since these could influence the interest of customers to eat at the hawker centre.

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In terms of food hygiene, the topics were handling of the food starting from the storage of ingredients, preparation, cooking and serving to the customers. The staff used to keep the food ingredients under the table and just place them on the floor. In this case, the staff learned that the ingredients should be put accordingly, for example, the dry ingredients had to be placed on a rack or table and the fresh ingredients had to be placed in the refrigerator. To prepare the

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food, the staff handled the food without the use of any equipment or hand gloves. The students coached the staff to use spoons to taking the ingredients. While serving food to the customers, sometimes the staff accidentally put their finger inside the plate and touch the food. Therefore, the students coached the staff in technical skills.

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In terms of personal hygiene, the staff learned that they should bathe regularly, wash their hands before they handle food and after they use the toilet. It also talks about grooming, the tidiness of hair and clothes they wear. The clothes should be cleaned and ironed. In addition to food hygiene and personal hygiene, the staff learned about the importance of environment's cleanliness. The floor should be cleaned, the table for the customers to sit should be well polished.

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2. Coaching related to service quality or customer service excellence:

Service quality is an important aspect to make the customers feel comfortable and satisfied while eating at a hawker centre. The staff learned how to greet the customers, how to take an order and repeat the order, and how to serve the food. Others, the staffs learned how to give reliable service by having good menu knowledge and giving the right order to the customers.

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In addition, the staff was coached to be responsive to the customers' needs and wants, for example, the staff could directly give tissue without being asking by the customers. In addition, the staff also learned how to be hospitable and sincere when providing the service.

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3. Providing knowledge of food safe packaging:

There are lots of plastic packaging, but not all packaging is safe for the food. The students gave the knowledge to the owners and staff on safe packaging for food. The safest plastic packaging for food is that made from polypropylene (PP).

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Figure 3: Food-grade plastic.

4. The arrangement of physical environment:

Tangible aspects represent one of the important factors in hawker centres to ensure customer satisfaction. At hawker centres, the students helped to arrange the physical environment by placing some ashtrays on the tables, placing a table number on each table to make it easier for the staff to serve the food, placing trash cans to segregate the waste (organic and non-organic waste), and also providing polish napkin and damp cloth at each food stall.

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Figure 4: The coaching process at a hawker centre.

Since a *depot* is smaller than a hawker centre, each *depot* was handled by one group of students. The programme of service learning at a *depot* included the following:

1. Coaching on sanitation and hygiene:

The staff learned how to keep food ingredients and equipment in the right place. It is aimed to keep them clean. In addition, the students coached the staff to keep changing the water for mopping and to change the cooking oil regularly.

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2. Giving knowledge of sales techniques:

Sales techniques are needed in *depots* to optimize profits; therefore the students give knowledge how to offer the food and drink so that the customers have buying intention. It is also included how to do upselling and give recommendations to the customers. To recommend or upsell food or drinks, the staff had to have good knowledge of the menu.

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3. Develop simple service procedures:

The students helped the owner with simple service procedures starting from greeting the customers when the customers come to the *depot*, offering the menu and do the upselling or recommendation, taking the order and repeating the order to avoid mistakes, serving the drinks and food, clearing up the table, providing the bill and farewell the customers.

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4. Coaching on technical skills:

The students coached the staff on how to bring tray in a good way so that the tray is balanced. Others, the staffs are coached how to bring plates and glasses in a good way in order to avoid the hand touches the food or lips of glass.

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Figure 5: The coaching process for carrying a tray.

5. Coaching related to service quality:

The coaching for excellence in service quality covered two aspects: the service procedure and the staff's attitudes. First, the service procedure covered how the staff should greet the customers by opening the door when the customers enter the *depot*; how to take the order in a good way, it includes the right body gestures, the way in giving the menu list and repeating the order. Second, the staffs' attitudes talk about the hospitality, politeness, sincerity and good communication between the staffs and the customers and also between the staffs themselves.

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Figure 6: The coaching process of service quality.

6. Giving knowledge of personal grooming:

Personal grooming, which is also called personal hygiene, is an important aspect in service industries. It talks about the clean and tidy clothes, the clean and tidy hair, and also the cleanliness of body.

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Figure 7: An example of hair grooming.

7. The arrangement of physical environment:

It is related to the arrangement of display dishes in buffet *depot* to make the dishes hygiene and look interesting as the dishes are put in the display for several hours. In addition, the students helped the owner to rearrange the *depot* to make the depot look clean and tidy.

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4 . Impact of service learning

Based on the service learning implementation of introduction to food and beverage service class at hawker centres and *depots*, there were some positive impacts for the *depots* and hawker centres, and for the students themselves.

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1. For *depots* and hawker centres:

(1) The owners and staff gained new insight into and broader knowledge of service quality

- The importance of being hospitable and polite.
- The importance of menu knowledge for upselling and giving recommendations to maximize profit.

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- The right service procedures of serving the customers.

By having knowledge of service quality, the staffs feel comfortable and supple in serving the customers. It improved the confidence level of the staff to provide excellent service quality.

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(2) The owners and staff gained more awareness of sanitation and hygiene:

- Food should be stored in food-safe packaging.
- Food ingredients should be stored in a place that is suitable, for example, in the refrigerator or on a rack or a table.
- The important of washing the hands before handling food, and after using the toilet.
- Food on display should be kept hygiene.
- The hawker centre and *depot* should be kept clean and tidy.

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(3) Overall, the performance of the *depot* and hawker centre, for example, the service quality and sanitation hygiene, are improving, and at the end, it creates customers satisfaction that lead to customers loyalty as well as the profit.

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2. For the students:

The students get many learning experience from the beginning of the programme, implementation of the programme to pasca-implementation of the programme which could be seen from the students' reflection. The learning points for the students were as follows:

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- Gained knowledge on how to manage a *depot* and/or a hawker centre; the students became aware of how difficult it is to manage an enterprise even though it is small food service business
- The students are easier to understand the topic of introduction to food and beverage service since they apply the theory into practical by coaching the staffs of *depot* and hawker centre
- Realize that it is not easy to get money for living; the students learn not to waste money
- To be more open-minded and humble, not to under estimate people who are in low-economy class

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- Learned to interact and communicate with other people from different backgrounds, such as family background, economy background, social class background, education background and so on
- Learned to be patient and gain self-control, especially when facing difficult situations
- To be more critical and creative in planning the programme
- Learned to cooperate with classmates and realize that each person has their own characteristic
- How to have a good time management and the willingness to sacrifice in making a programme successful
- Always give thanks for what they already have; give thanks that they can have good education level, and so on

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3. For the lecturer:

Based on the implementation of service learning, there were some impacts for the lecturer:

- Learned from the students' sharing how to manage *depots* and hawker centres, became aware how difficult it is to manage an enterprise even though it is small food service business.
- The result of service learning can be used for enriching teaching material, especially for food & beverage service subject.
- Gained ideas for research, such as the perception of customers towards service quality in *depots* and hawker centres.

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5 Conclusion and recommendation

5.1 Conclusion

There are two conclusions that can be derived from the above explanation:

1. A service learning programme is a good vehicle for students to serve and to share with others based on the knowledge they have.

2. A service learning programme exerts positive impacts on *depots*, hawker centres, the lecturer and the students themselves. The service quality of *depot* and hawker centre are improving that lead to customer satisfaction and customer loyalty, and at the end, maximize the profit of *depot* and hawker centre. The students gain improvements in their soft skills to make them a better person and the lecturer gains idea for research and teaching material.

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5.2 Recommendation

There are three recommendations for better implementation of service learning programmes in the future.

1. An evaluation or inspection of the *depot* and hawker centre should be performed several months after the implementation of the service learning programme to observe whether the performance of the *depot* and hawker centre has improved or not.
2. A pre-implementation survey and a post-implementation survey should be conducted on the customers by a questionnaire to determine if there is an improvement in service quality at the *depot* and hawker centre.
3. The choice of the *depot* or hawker centre for the service learning programme should be appropriate so that the impacts of the programme can be experienced by lots of people.

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The improvement of service quality of small-scale food service business in Surabaya

Maulika Kristanti, Petra Christian University

Abstract

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Listia Natadjaja <listia@petra.ac.id>
to me

Jun 13, 2022

Indonesian

English

[Translate message](#)

Oke Bu, terima kasih.

Salam,
Listia

The improvement of service quality of small-scale food service business in Surabaya

Monika Kristanti, Petra Christian University

Abstract

Two types of small-scale food service business ~~existing that exist~~ in Surabaya are hawker centers ~~and depots~~. Generally, ~~depots~~ and hawker centers ~~are managed unprofessionally as the owner the owner~~ does not pay much attention to the service quality. Conversely, nowadays ~~customers put more attention to the service quality such as nice atmosphere and good service. customers have demanded more for nice atmosphere and good service even for a micro and small scale food service business~~ Based on a survey, it was identified that hawker ~~centerseentres~~ and ~~depots~~ ~~are lacking in three aspects. They involve (1) hygiene and sanitation, as well as (2) poor staff's knowledge towards both service quality and (3) grooming. have low level of three aspects, including hygiene and sanitation, knowledge of service quality, and staffs' grooming.~~ Training was given to the staff on food and personal hygiene; knowledge of food safe packaging; and how to provide excellent services. On the basis of feedback from the owner and the customers, it was found that these activities had positive impacts on ~~depots~~, hawker ~~centerseentres~~ and the customers. Hawker ~~centerseentres~~ and ~~depots~~ could improve the service quality so that customers feel satisfied while eating there. ~~Since these activities were performed by the students, these activities also provide positive impact to the students. By interacting with the owner and the staffs of the hawker centers and depots, the students learn to be humble and open minded, to interact with~~

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people from different background, to have self-control and not to underestimate other people. Most importantly, the students realize that they should be thankful for what they already have. This programme also gives impact to the lecturer and the students that the students learn to be humble and open minded, learn how to interact with people from different background and learn to have self-control and not to underestimate other people. Most importantly, the students realize that they should give thanks for what they already have.

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Keywords

service quality

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small-scale food service business,

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depot

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hawker center

customer satisfaction

tangible and intangible aspects

1. Introduction

As stated by Yapto Willy Sinatra, the chairman of Food and Beverage Businessman Affiliation in East Java, the number of food and beverage businesses in East Java has grown by 20 to 30 per cent, and small-scale food and beverage businesses have been growing rapidly (Widarti, 2019). As stated by Tjahjono Haryono, the chairman of Indonesian cafés and restaurant business associations in East Java, the number of food and beverage businesses in East Java grows by almost 20 per cent per year (Anon. 2014). An example is the growth of food business in Surabaya. According to the database of Indonesian Cafe and Restaurant Business Association (Apkrindo) in East Java, the growth of restaurants in Surabaya is almost 20 per cent per year (www.jpnn.com), it is including the growth of hawker center and depot. According to the database of the association, Surabaya has more than 2000 food businesses ranging from low class food businesses, such as hawker centres and depots, to high class restaurants. A hawker center is an open-air complex housing many stalls that sell a variety of inexpensive food. A depot is a small and simple place to eat with simple furniture, service and menu, and it has no decoration and menu book.

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Figure 1: Hawker [eentrecenter](#).



Figure 2: Depot.

However, mostly *depots* and hawker centers are managed unprofessionally by the owner. The owner does not pay attention to the customers' experience while the customers are eating in the *depots* or hawker centers. The owner does not pay attention to the service quality and customer satisfaction. Conversely, nowadays customers put more attention towards the service quality, such as nice atmosphere and good service, have demanded more for nice atmosphere and good service even for a micro and small scale food service business. As stated by Andaleeb and Conway (2006) customer satisfaction is significantly influenced by the responsiveness of the staff, the price and food quality. Further, Markovic et al. (2010) show that service quality is very important in creating customer satisfaction and repeat purchase intention, the intention to return to a particular food business due to a satisfied feeling, the intention to return to a food business. Wu and Liang (2009) state that service staff positively affect customer satisfaction. Others, Liu and Jang (2009), Zopiatis and Pribic (2007) find that food quality, reliability, cleanliness of the environment, design interior and atmosphere and staff's grooming and attitude significantly influence the customer satisfaction.

Based on the survey done by the students, it was identified that hawker centers and *depots* are lacking in three aspects: low level of three aspects, including first, hygiene and sanitation aspect, such as the cleanliness of the depot and/or the hawker center; second, poor staff's knowledge towards service quality, such as the staffs' unfriendly behaviour towards the guests and poorly-responded guests' requests; knowledge of service quality that the staff are not too friendly and not too responsive to the guests' need; and staff grooming. Therefore, Based on those problems, the the students in introduction to food and beverage service class students joining Introduction to Food and Beverage Service (FBS) class were asked to do the service-learning at hawker centers and *depots*. Service-learning itself offers one of the most unique tools to provoke student engagement, motivation, and academic achievement. As a powerful form of experiential learning, service-learning integrates community engagement with academic coursework through the essential requirement of critical reflection (Cazzell, Theriot, Blakey, and Sattler, 2014). The objectives of the programme service-learning can be divided into four categories:

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1. For the *depot* and hawker centerre:

- Build awareness that service quality is important so that *depots* and hawker centerres can improve the service quality.
- Improve the awareness that sanitation hygiene is important, such as the cleanliness of *depots* and hawker centerres, the cleanliness of the food served and the cleanliness of the staff themselves.

2. For the student:

- Learn to serve and share, and give positive impact to the owner and the staff of hawker center, and depot, that they can improve their service quality, give positive impact to others.
- Learn to cooperate with classmates and the owner and staff of the *depot* and hawker centerre.

3. For the customer:

- Get satisfying~~good~~ service and safe-to-consume food while eating in *depots* and hawker centerres.
- Make the customers feel comfortable and satisfied.

4. For the lecturer:

- Obtain some information regarding how to manage depots and hawkers more appropriately through sharing session with the students ~~Learn from the students' sharing how to manage depots and hawker centres.~~
- ~~Enrich teaching materials.~~ Enrich teaching materials by reading the students' report and reflection that the lecturer can use the depot and hawker center, as the example in teaching.
- ~~Get ideas for a research.~~ Get ideas for a research by knowing the problems that are faced by the hawker center, and depot, for example, the customer satisfaction in depot.

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2. Literature review

2.1 Service quality

Garvin state that there are five aspects of quality: a transcendental approach, a product-based approach, a user-based approach, a manufacturing-based approach and a value-based approach (Tjiptono 2012).

1. Transcendental approach:

In this perspective, quality is seen as an innate excellence (something that can be comprehended intuitively) yet ~~Quality as an innate excellence is something that can be understood by intuitive; however, it~~ **is almost impossible to be communicated**. This kind of perspective affirms that people can only understand quality through repeated exposure.

2. Product-based approach:

This perspective defines quality as a characteristic, a component or an attribute of a product that can be measured. The number of product attributes determines the quality of a product.

3. User-based approach:

This perspective is based on the idea that quality is subjectively based on the customer and demand-oriented, thus, the most satisfying product is the one that meets the assessor's preferences (highly qualified product). ~~The quality of a product depends on the eyes of the beholder. A product that gives maximum satisfaction to the beholder is a product that has the highest quality. This perspective is subjective and demand-oriented.~~

4. Manufacturing-based approach:

This approach is supply based and defines quality as a conformance to requirements. The customers will not set the quality but the standards of company set the quality.

5. Value-based approach:

This perspective considers quality based on value and price. By prior consideration towards the trade-off between value and price, quality is therefore defined as an affordable excellence: having the best performance or worth the money paid. Quality is an affordable excellence, the price paid is worth it.

Lewis and Booms define service quality as a measurement of how excellent the levels of service provided to meet customer expectations are. According to this definition, service quality can be defined through the fulfilment of the needs and desires of consumers and the precision of delivery to offset the consumer expectations. Thereby, there are two major factors that affect service quality: expected service and perceived service. If the perceived service is in accordance with the expected service, the service quality will be perceived as positive or good. If the perceived service exceeds the expected service, the service quality will be perceived as the ideal quality. Conversely, when the perceived service is worse than the expected service, the quality of service will be perceived as negative or bad. Therefore, the performance of service quality depends on the ability of the service provider to fulfil the expectations of the customers consistently (Tjiptono 2012).

Service quality is measured by five dimensions as follows (Tjiptono 2012):

1. Tangible

It is related to the appearance of physical facilities, equipment, personnel and communication material.

2. Reliability

It is the ability to perform the promised service dependably and accurately.

3. Responsiveness

It is the willingness and ability to help customers and provide prompt service.

4. Assurance

It is related to staffs' competency, courtesy and credibility, ~~of staff and as well as their ability in building customers' trust and confidence. how the staff give the secure feeling to the guests.~~

5. Empathy

It is how the staff understands the customer, and gives personal attention to the customer. ~~It is also talk about comfortable operational hour of the company.~~

2.2 Customer satisfaction

Kotler and Keller (2006) define satisfaction as a person's feeling of pleasure or disappointment that results from comparing a product's perceived performance or outcome against his/her expectations. On the other hand, Lamb et al. (2004) stated that customer satisfaction is the feeling that a product has met or exceeded the customer's expectation. Hansemark and Albinsson (2004) define satisfaction as the customer's attitude to the service provider or emotional reaction to the difference between expectation and perceived service.

Bitner and Hubbert state that there are two ways to define customer satisfaction: first, service-encounter satisfaction, which happens when the customer feels satisfied with the service in particular area in certain area, and second, overall satisfaction, the evaluation of some or overall service area. These days, overall satisfaction is used since satisfaction becomes a determinant of customer loyalty (Quddus and Hudrasyah 2014).

According to Dutka (1993), there are three main attributes to measure customer satisfaction:

1. Attribute related to product:

Kotler (2005) stated that the product is everything, both tangible and intangible, including colour, packaging, company reputation and the service that can be offered to the market to be noticed, owned, used or consumed to satisfy customers' needs and wants.

2. Attribute related to service:

Dutka (1993) explains that there are four attributes related to service:

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1. Guarantee or warranty that is given by a company for a product. If the product is defective, it can be returned to the company for repair.
2. Delivery, related to the speed and accuracy of the product and service delivery to the customer.
3. Complaint handling, how the company handles customers' complaint related to company's product or service.
4. Resolution of a problem, the company's ability to solve customers' problems.

3. Attribute related to purchase:

Purchasing attribute is a consumer-satisfying attribute related to service delivery in the pre-purchase phase and the purchase phase. There are five attributes related to purchase:

1. Courtesy, related to politeness, attention and cordiality of staff to customers.
2. Communication, the process of sending information to the customer.
3. Ease or convenience, the convenience in obtaining information on the company's product or service.
4. Company reputation, which affects the customers' purchase decision.
5. Company competence, the company's ability to fulfil customers' needs and wants.

3 Implementation of programme

3.1 Preparation

In preparing the implementation of the ~~service-learning programme~~ service-learning program at hawker ~~centres~~ centers and *depots*, students had to make some preparations as follows:

- The students learned ~~the food and beverage service subject such as~~ creating an interesting menu card, providing an excellence service, creating good meal experiences and so on.
- The students and the lecturer explored hawker ~~centres~~ centers and *depots* ~~that could be the objects of service learning.~~
- The students surveyed hawker ~~centres~~ centers and *depots* to know the needs of the objects.

- The students in collaboration with the lecturer tried to find an idea for training and discussed it with the owner of the *depot* or the management of the hawker *center*.

3.2 Implementation

There were three hawker *centers* and six *depots* in Surabaya that became the objects of for the service-learning *program*.

Table 1: List of hawker *centers* and *depots*.

No.	Name	Address	Number of staff
1	Hawker <i>center</i> Gayungan	Raya Gayungan	15
2	Hawker <i>center</i> Karah	Gunungsari	18
3	Hawker <i>center</i> Menanggal	Menanggal	20
4	<i>Depot</i> Nyabe	Siwalankerto VIII / F-7	3
5	<i>Depot</i> Mr. Lucas	Pasar Atom Mall 2 nd floor	5
6	<i>Depot</i> Mbak Rin	Siwalankerto VIII / B-2	3
7	<i>Depot</i> Glory	Siwalankerto 235	3
8	<i>Depot</i> Bebek & Ayam Remuk	Kutisari	4
9	<i>Depot</i> 3M Makassar	Raya Mulyosari 120	4

The implementation at each hawker *center* and *depot* was different depending on the needs of each hawker *center* and *depot*. In general, it improved both the tangible and intangible aspects. The tangible aspects include the arrangement of display dishes, *instruments* *placement* the tidiness of the physical environment of in the hawker *center* and the *depot*,

and/or the tidiness of the guests' table. The intangible aspects include training related to customer service excellence, sanitation and hygiene, sales technique and so on. ~~The methods of programme implementation both~~ Implementation of the program at the hawker centre and the *depot* were conducted by using lectures and role play. ~~Role play were used since people are easier to understand by seeing and trying directly than only listening.~~

Each hawker centre was handled by two groups of students. There were some ~~programme~~ programs that the students conducted at the hawker centre:

1. Coaching related to sanitation and hygiene:

The staff was coached about the importance of food hygiene, personal hygiene and ~~also the~~ cleanliness of environment, especially at the trash bins and the dining tables. All the aspects mentioned are important for hawker centres since these could influence ~~the~~ interest of customers to eat at the hawker centre.

In terms of food hygiene, the topics were handling of the food starting from the storage of ingredients, preparation, cooking and serving to the customers. The staff used to keep the food ingredients under the table and just place them on the floor. In this case, ~~the staff~~ learned that the ingredients should be put accordingly (mise-en-place), for example, the dry ingredients had to be placed on a rack or table and the fresh ingredients had to be placed in the refrigerator. To prepare the food, the staff handled the food without the use of any equipment or hand gloves. The students coached the staff to use spoons ~~to~~ in taking the food ingredients. While serving food to the customers, sometimes ~~the staffs~~ accidentally put their finger inside the plate and touch the food which eventually contaminates the food.

Therefore, the students coached the staff in technical skills.

In terms of personal hygiene, the staff learned that they should bathe regularly, wash their hands before they handle food and after they use the toilet. The staffs were also briefed to pay more attention towards the way they groom (especially their hairstyle and the clothes they wear). The clothes should be cleaned and ironed. ~~It also talks about grooming, the~~

~~tidiness of hair and clothes they wear. The clothes should be cleaned and ironed.~~ In addition to food hygiene and personal hygiene, ~~the staff learned about the importance of environmental's cleanliness in both the food processing area, and the dining area as well.~~

The floor should be cleaned, the table for the customers to sit should be well polished.

2. Coaching related to service quality or customer service excellence:

Service quality is an important aspect to make the customers feel comfortable and satisfied while eating at a hawker ~~entrecenter~~. The staff learned how to greet the customers, how to take an order and repeat the order, and how to serve the food. ~~Others, the staffs not only learned that they should have good menu knowledge in order to answer the customers' question about the food they ordered, but they also learned that they should give the order according to the customers' request. Others, the staffs learned how to give reliable service by having good menu knowledge and giving the right order to the customers.~~ In addition, the staff was coached to be responsive to the customers' needs and wants, ~~for example, the staff could directly give tissue without being asking by the customers.~~ In addition, the staff also learned how to be hospitable and sincere when providing the service.

3. Providing knowledge of food safe packaging:

There are lots of plastic packaging, but not all packaging is safe for the food. The students ~~gave the~~ transferred an important knowledge to the owners and staffs ~~on regarding the~~ safe packaging for food. The safest plastic packaging for food is that made from polypropylene (PP).

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Figure 3: Food-grade plastic.

4. The arrangement of physical environment:

Tangible aspects represent one of the important factors in hawker ~~centres~~ to ensure customer satisfaction. At hawker ~~centres~~, the students helped to arrange the physical environment by ~~arrange the physical environment~~ by placing some ashtrays on the tables, placing a table number on each table to make it easier for the staff to serve the food, placing trash cans to segregate the waste (organic and non-organic waste), and also providing cloths ~~for cleaning the guests' table and polish the plate and glassware~~ ~~polish napkin and damp cloth~~ at each food stall.

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Figure 4: The coaching process at a hawker ~~entre~~center.

Since a *depot* is smaller than a hawker ~~entre~~center, each *depot* was handled by one group of students. The ~~programme~~program of service-learning at a *depot* included the following:

1. Coaching on sanitation and hygiene:

The staff learned how to keep food ingredients and equipment in the right place. ~~It is aimed to keep the food ingredients free from bacteria and equipment free from dust and dirt when it is used to serve food for the customers. It is aimed to keep them clean.~~ In addition, the students coached the staff to keep changing the water for mopping and to change the cooking oil regularly.

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2. ~~Giving knowledge of~~ Knowledge sharing regarding the sales techniques:

Sales techniques are needed in *depots* to optimize profits; ~~therefore~~therefore, the students train the staffs how to offer the food and drink so that the customers would like to buy more food and drink than the customers plan. ~~therefore the students give knowledge how to offer the food and drink so that the customers have buying intention.~~ The students also teach the staffs how to give recommendations to the customers. ~~It is also included how to do upselling and give recommendations to the customers.~~ To recommend or upsell food or drinks, the staff had to have good knowledge of the menu.

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3. Develop simple service procedures:

The students helped the owner with simple service procedures starting from greeting the customers when the customers come to the *depot*, offering the menu, ~~and do the upselling or recommendation,~~ taking the order and repeating the order to avoid mistakes, serving the drinks and food, clearing up the table, providing the bill, ~~and and saying thank you when the guests leave the depot, farewell the customers.~~

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4. Coaching on technical skills:

The students coached the staff on how to bring tray in a good way so that the tray is balanced. Others, the staffs are coached how to bring plates and glasses in a good way in order to avoid the hand touches the food or lips of glass.



Figure 5: The coaching process for carrying a tray.

5. Coaching related to service quality:

The coaching for excellence in service quality covered two aspects: the service procedure and the staff's attitudes. First, the service procedure covered how the staff should greet the customers by opening the door when the customers enter the *depot*; and how to take the order. in a good way, it includes the right body gestures, the way in giving the menu list and repeating the order. Second, the staffs' attitudes involve, the hospitality, politeness, sincerity, and good communication between the staffs and the customers and also between, the staffs themselves. Second, the staffs' attitudes talk about the hospitality, politeness, sincerity and good communication between the staffs and the customers and also between the staffs themselves.

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Figure 6: The coaching process of service quality.

6. Giving knowledge of Providing knowledge of personal grooming:

Personal grooming, which is also called personal hygiene, is an important aspect in service industries. ~~It talks about the clean and tidy clothes, the clean and tidy hair, and also the cleanliness of body~~ Personal hygiene refers to the cleanliness of the clothes they wear when they work, hairstyle and hair cleanliness (for example, dandruff free) as well as bodily cleanliness (for example, regular shower, odorless body). In short, they cover clean and tidy clothes, hair, and body:-

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Figure 7: Providing knowledge of personal grooming

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Figure 7: An example of hair grooming.

7. The arrangement of physical environment:

It refers to the way the staffs should place the dishes in buffet table accordingly, in order to make the dishes always hygiene and look appetizing~~It is related to the arrangement of display dishes in buffet depot to make the dishes hygiene and look interesting as the dishes are put in the display for several hours.~~ In addition, the students helped the owner to rearrange the *depot* to make the depot look clean and tidy.

4 - Impact of service learning

Based on the service-learning implementation ~~of Introduction~~introduction to Food and Beverage Service (FBS) class course at hawker ~~cent~~recenters and *depots*, there were some positive impacts for the *depots* and hawker ~~cent~~recenters, and for the students themselves.

1. For *depots* and hawker ~~cent~~recenters:

(1) The owners and staff gained -new insight into and broader knowledge of service quality

- The importance of being hospitable and polite.
- The importance of menu knowledge for giving recommendations of food and drink to maximize profit. ~~menu knowledge for upselling and giving recommendations to maximize profit.~~
- The right service procedures of serving the customers.

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~~By having knowledge of service quality, the staffs have more confidence in providing excellent service quality for the customers. By having knowledge of service quality, the staffs feel comfortable and supple in serving the customers. It improved the confidence level of the staff to provide excellent service quality.~~

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(2) The owners and staff gained more awareness of sanitation and hygiene:

- Food should be stored in food-safe packaging.
- Food ingredients should be stored in a place that is suitable, for example, in the refrigerator or on a rack or a table.
- The important of washing the hands before handling food, and after using the toilet.
- Food on display should be ~~free from bacteria~~ kept hygiene.
- The hawker ~~entrecenter~~ and *depot* should be kept clean and tidy.

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(3) ~~The customers are satisfied with the service quality of the depot and hawker center, since the service quality is improving. At the end, the customer satisfaction leads to customers loyalty as well as the profit. Overall, the performance of the depot and hawker centre, for example, the service quality and sanitation hygiene, are improving, and at the end, it creates customers satisfaction that lead to customers loyalty as well as the profit.~~

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2. For the students:

~~The students get many learning experience from the beginning of the programme, implementation of the programme to pasca implementation of the programme which could be seen from the students' reflection.~~ The learning points for the students were as follows:

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- Gained knowledge on how to manage a *depot* and/or a hawker ~~entrecenter~~; the students became aware of how difficult it is to manage an enterprise, ~~despite only a mere small business even though it is small food service business~~
- ~~The students are easier to understand the topic of taught at the I~~ntroduction to ~~F~~Food and ~~B~~everage ~~S~~ervice (FBS) course, since they apply the theory into practical by coaching the staffs of *depot* and hawker ~~entrecenter~~.

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- ~~Realize that it is not easy to get money for living; the students learn not to waste money~~Upon realizing that it is not easy to get money for a living; the students will have to learn not to waste money.
- To be more open-minded and humble, not to under estimate people ~~who are in low-economy class~~with lower income
- Learned to interact and communicate with other people from different backgrounds, such as family background, economy background, social class background, education background and so on
- Learned to be patient and gain self-control, especially when facing difficult situations
- Develop critical thinking and creativity towards any program planning~~To be more critical and creative in planning the programme~~
- Learned to cooperate with classmates having different characteristics ~~and realize that each person has their own characteristic~~ realizing that every person is born with his own innate characteristic(s)
- ~~How-Learned~~ to have a good time management and the willingness to sacrifice and strive in making order to make a programme ~~successful~~
- ~~Always give thanks for what they already have; give thanks that they can have good education level, and so on~~ be thankful for what they already have

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3. For the lecturer:

Based on the implementation of service-learning, there were some impacts for the lecturer:

- Learned from the students' sharing how to manage *depots* and hawker ~~entre~~centers, became aware how difficult it is to manage an enterprise, even ~~though it is~~ just a mere small ~~food-service~~ business.
- The result of service-learning can be used for teaching material. By reading the students' report and reflection, the lecturer can use the depot and hawker center as the example in teaching. for enriching teaching material, especially for food & beverage service subject.

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- Gained ideas for research, such as the perception of customers towards service quality in *depots* and hawker ~~centres~~centers.

5 Conclusion and recommendation

5.1 Conclusion

There are two conclusions that can be derived from the above explanation:

1. A service-learning ~~programme~~program is a good vehicle for students to serve and to share with others based on the knowledge they have.
2. A service learning ~~programme~~program exerts positive impacts on *depots*, hawker ~~centres~~centers, the lecturer and the students themselves. The service quality of depot and hawker centers are improving, thus maximizing their profits. On the other hands, the service quality of depot and hawker centre are improving that lead to customer satisfaction and customer loyalty, and at the end, maximize the profit of depot and hawker centre. The students gain improvements in their soft skills to make them a better person and the lecturer gains idea for research and teaching material.

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5.2 Recommendation

There are three recommendations for better implementation of service-learning ~~programme~~programs in the future.

1. An evaluation or inspection of the *depot* and hawker ~~centre~~center should be performed several months after the implementation of the service-learning ~~programme~~program to observe whether the service quality or the performance of the *depot* and hawker ~~centre~~center has improved or not.
2. A pre-implementation survey and a post-implementation survey should be conducted on the customers by a questionnaire to determine if there is an improvement in service quality at the *depot* and hawker ~~centre~~center.

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3. The choice of the *depot* or hawker ~~entrecenter~~ for the service-learning ~~programme~~program should be appropriate ~~so that the impacts of the programme can be experienced by lots of people~~in order to provide positive impacts to many people.

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**3. Bukti Konfirmasi Review
terkait Gambar
(7 Juli 2019)**



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Fwd: FW: CTL 14.2 comments Inbox ×**Listia Natadjaja** <listia@petra.ac.id>

to me

Dear Bu Monika,

Bu, ada catatan dari editor CTL untuk mengirimkan file gambar ke mereka dengan resolusi besar (biasanya 300 c

Berikut saya kirimkan email dari editor (yang dihighlight kuning).

Saya tunggu file gambarnya ya Bu.

Terima kasih.

Salam,

Listia

----- Forwarded message -----

From: **Listia Natadjaja** <listia@petra.ac.id>

Date: Sun, Jul 7, 2019 at 7:50 AM

Subject: Re: FW: CTL 14.2 comments

To: Waghid, Yusef [yw@sun.ac.za] <YW@sun.ac.za>

Fwd: FW: CTL 14.2 comments - n

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From: Faith Newcombe <faith@intellectbooks.com>

Date: Friday, 05 July 2019 at 17:40

To: "Waghid, Yusef [yw@sun.ac.za]" <YW@sun.ac.za>

Subject: CTL 14.2 comments

Hello Yusef,

Some comments attached regarding the recent reviewed copy-edit returns for CTL 14.2. For the Liu and Hsiung article, we need biographies for both authors. For the Liu et al. article, changes have not and I will need a version with tracked changes in order to check it as I can see many incorrect changes have been made. The text in the Kuntjara article that has been set in 'strikethrough' font needs to altogether (this is specified in my original instructions, so please ensure you are sending these to all contributors along with their copy-edited articles). I have sent the Kristanti and Natadja articles back editor as both include extensive edits. I also need all figures as .jpg or .png files before we can go to layout. Finally, please see also my other email about the editorial.

Best wishes,
Faith

Faith Newcombe | Production Editor

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**4. Bukti Konfirmasi Review
dan Hasil Review Kedua
(15 Juli 2019)**



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Fwd: FW: Re-copy-edited articles Inbox ×

Chat

**Listia Natadjaja** <listia@petra.ac.id>

to me

Spaces

Dear Bu Monika,

Mohon bisa direvisi lagi sesuai permintaan dari Faith. Terima kasih.

Meet

Salam,

Listia

----- Forwarded message -----

Dari: **Waghid, Yusef** [yw@sun.ac.za] <YW@sun.ac.za>

Date: Sen, 15 Jul 2019 20:41

Subject: FW: Re-copy-edited articles

To: Listia Natadjaja <listia@petra.ac.id>

Dear Listia

Can you please attend to these articles?



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Mail

Please forward the below instructions to all authors...

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Please find attached your copy-edited article for CTL 14.2.

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The copy-editor's comments will appear in the right margin, and must be addressed before you return your documents. This is **not** an opportunity to rewrite rather, it is a chance to amend errors of style, syntax and fact.

Meet

Please respond to the comments by **amending the text itself**, not by writing your own 'comments' in the margin or by adding to the copy-editor's comment tracked changes **active** while editing. This is so that any additional changes are clear when the journal's editors proof the files, and to ensure that any mistakes are noticed. We cannot accept any returned article that does not have changes tracked. While doing this, please have Intellect's **House Style Guide** contributor resources, [here](#). While you're there, might I recommend perusing the 'Writing Metadata' instructions, which will help increase visibility for your work.

In addition, you will notice that the copy-editor has requested an ORCID identifier for each author. An ORCID is basically an ISBN for an academic. It's quick and easy to set up, and it benefits for the contributor and the journal, including tracking citation rates and making it easier to register your output with repositories. We strongly recommend becoming the new standard across academic publishing.

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Once you are happy with the file and the changes made by the copy-editor, please return all of the above to the journal's editor by **Monday 22 July**.

Many thanks!

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The improvement in service quality of small-scale food service businesses in Surabaya

Monika Kristanti, Petra Christian University

Abstract

Two types of small-scale food service business existing in Surabaya are hawker centres and depots. Generally, depots and hawker centres are managed unprofessionally as the owner does not pay much attention to the service quality. Conversely, nowadays customers pay more attention to the service quality **such as nice atmosphere and good service**. Based on a survey, it was identified that hawker centres and depots are lacking in three aspects: (1) hygiene and sanitation, and (2) poor knowledge among staff in terms of both service quality and (3) grooming. Training was provided to the staff on food and personal hygiene; knowledge of food safe packaging; and how to provide excellent services. On the basis of feedback from the owner and the customers, it was found that these activities had positive impacts on depots, hawker centres and the customers. **Hawker centres and depots could improve the service quality so that customers feel satisfied while eating there**. Since these activities were performed by students, these activities also had a positive impact on the students. By interacting with the owner and the staff of the hawker centres and depots, the students learn **to be humble and open minded, to interact with people from different backgrounds, to have self-control and not to underestimate other people**. Most importantly, the students realize that they **should be thankful for what they already have**.

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Keywords

service quality

small-scale food service business

depot

hawker centre

customer satisfaction

tangible and intangible aspects

Introduction

As stated by Yapto Willy Sinatra, the chairman of Food and Beverage Businessman Affiliation in East Java, the number of food and beverage businesses in East Java has grown by 20– 30 per cent, and small-scale food and beverage businesses have been growing rapidly (Widarti 2019). According to the database of the Indonesian Cafe and Restaurant Business Association (Apkrindo) in East Java, the growth of restaurants in Surabaya is almost 20 per cent per year (www.jpnn.com), which is including the growth of hawker centres and depots. A hawker centre is an open-air complex housing many stalls that sell a variety of inexpensive food. A depot is a small and simple place to eat, with simple furniture, service and menu.

Figure 1: Hawker centre.

Figure 2: Depot.

However, most depots and hawker centres are managed unprofessionally by their owners. The owner does not pay attention to the customers' experience while the customers are eating in the depots or hawker centres. The owner does not pay attention to the service quality and customer satisfaction. Conversely, nowadays customers pay more attention towards the service quality, such as nice atmosphere and good service. As stated by Andaleeb and Conway (2006) customer satisfaction is significantly influenced by the responsiveness of the staff, the price and food quality. Further, Markovic et al. (2010) show that service quality is very important in creating customer satisfaction and repeat purchase intention, the intention to return to a particular food business due to a satisfied feeling. Wu and Liang (2009) state that service staff positively affect customer satisfaction. Others, Liu and Jang (2009), Zopiatris and Pribic (2007) find that food

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quality, reliability, cleanliness of the environment, design interior and atmosphere and staff's grooming and attitude significantly influence customer satisfaction.

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Based on a survey done by the students, it was identified that hawker centres and depots are lacking in three aspects: first, hygiene and sanitation aspects, such as the cleanliness of the depot and/or the hawker centre; second, poor knowledge of staff of service quality, such as the staff's unfriendly behaviour towards the guests and poorly-responded guests' requests; and staff grooming. Based on these problems, the students joining the Introduction to Food and Beverage Service (FBS) class were asked to do the service learning at hawker centres and depots. Service-learning itself offers one of the most unique tools to promote student engagement, motivation and academic achievement. As a powerful form of experiential learning, service learning integrates community engagement with academic coursework through the essential requirement of critical reflection (Cazzell et al. 2014). The objectives of the service learning can be divided into four categories:

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1. For the depot and hawker centre:

- Build awareness that service quality is important so that depots and hawker centres can improve the service quality.
- Improve the awareness that sanitation hygiene is important, such as the cleanliness of depots and hawker centres, the cleanliness of the food served and the cleanliness of the staff themselves.

2. For the student:

- Learn to serve and share, and give positive impact to the owner and the staff of hawker centres and depots so that they can improve their service quality
- Learn to cooperate with classmates and the owner and staff of the depot and hawker centre.

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3. For the customer:

- Get satisfying service and safe-to-consume food while eating in depots and hawker centres.
- Make the customers feel comfortable and satisfied.

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4. For the lecturer:

- Obtain some information on how to manage depots and hawkers more appropriately through sharing sessions with the students.
- Enrich teaching materials by reading the students' report and reflection that the lecturer can use the depot and hawker centre as the example in teaching.
- Gain ideas for research on the basis of the knowledge of the problems that are faced by hawker centres and depots, for example, customer satisfaction in depots.

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Literature review

Service quality

Garvin states that there are five aspects of quality: a transcendental approach, a product-based approach, a user-based approach, a manufacturing-based approach and a value-based approach (Tjiptono 2012).

1. *Transcendental approach*: In this perspective, quality is seen as an innate excellence something that can be comprehended intuitively) and yet is almost impossible to be communicated. This kind of perspective affirms that people can only understand quality through repeated exposure.
2. *Product-based approach*: This perspective defines quality as a characteristic, a component or an attribute of a product that can be measured. The number of product attributes determines the quality of a product.
3. *User-based approach*: This perspective is based on the idea that quality is subjectively based on the customer and demand-oriented; thus, the most satisfying product is the one that meets the assessor's preferences (highly qualified product).
4. *Manufacturing-based approach*: This approach is supply based and defines quality as conformance to requirements. The customers will not set the quality but the standards of the company set the quality.
5. *Value-based approach*: This perspective considers quality based on value and price. By prior consideration towards the trade-off between value and price, quality is therefore defined as affordable excellence: having the best performance or worth the money paid.

Lewis and Booms define service quality as a measurement of how excellent the levels of service provided to meet customer expectations are. According to this definition, service quality can be defined through the fulfilment of the needs and desires of consumers and the precision of delivery to offset the consumer expectations. Thereby, there are two major factors that affect service quality: expected service and perceived service. If the perceived service is in accordance with the

expected service, the service quality will be perceived as positive or good. If the perceived service exceeds the expected service, the service quality will be perceived as the ideal quality. Conversely, when the perceived service is worse than the expected service, the quality of service will be perceived as negative or bad. Therefore, the performance of service quality depends on the ability of the service provider to fulfil the expectations of the customers consistently (Tjiptono 2012).

Service quality is measured by five dimensions as follows (Tjiptono 2012):

1. *Tangible*: It is related to the appearance of physical facilities, equipment, personnel and communication material.
2. *Reliability*: It is the ability to perform the promised service dependably and accurately.
3. *Responsiveness*: It is the willingness and ability to help customers and provide prompt service.
4. *Assurance*: It is related to staff's competency, courtesy and credibility, and their ability to build customers' trust and confidence.
5. *Empathy*: It is how the staff understands the customer, and pays personal attention to the customer.

Customer satisfaction

Kotler and Keller (2006) define satisfaction as a person's feeling of pleasure or disappointment that results from comparing a product's perceived performance or outcome against his/her expectations. On the other hand, Lamb et al. (2012) stated that customer satisfaction is the feeling that a product has met or exceeded the customer's expectation. Hansemark and Albinsson (2004) define satisfaction as the customer's attitude to the service provider or emotional reaction to the difference between expectation and perceived service.

Bitner and Hubbert state that there are two ways to define customer satisfaction: first, service-encounter satisfaction, which happens when the customer feels satisfied with the service in a particular area, and second, overall satisfaction, the evaluation of some or the overall service area. These days, overall satisfaction is used since satisfaction becomes a determinant of customer loyalty (Quddus and Hudrasyah 2014).

According to Dutka (1993), there are three main attributes to measure customer satisfaction:

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1. *Attribute related to product:* Kotler (2005) stated that the product is everything, both tangible and intangible, including colour, packaging, company reputation and the service that can be offered to the market to be noticed, owned, used or consumed to satisfy customers' needs and wants.
2. *Attribute related to service:* Dutka (1993) explains that there are four attributes related to service:
 - a) Guarantee or warranty that is given by a company for a product. If the product is defective, it can be returned to the company for repair.
 - b) Delivery, related to the speed and accuracy of the product and service delivery to the customer.
 - c) Complaint handling, how the company handles customers' complaint related to a company's product or service.
 - d) Resolution of a problem, the company's ability to solve customers' problems.
3. *Attribute related to purchase:* Purchasing attribute is a consumer-satisfying attribute related to service delivery in the pre-purchase phase and the purchase phase. There are five attributes related to purchase:
 - a) Courtesy, related to the politeness, attention and cordiality of staff with customers.
 - b) Communication, the process of sending information to the customer.
 - c) Ease or convenience, the convenience in obtaining information on the company's product or service.
 - d) Company reputation, which affects the customers' purchase decision.
 - e) Company competence, the company's ability to fulfil customers' needs and wants.

Implementation of programme

Preparation

In preparing the implementation of the service learning programme at hawker centres and depots, students had to make some preparations as follows:

- The students learned to create an interesting menu card, providing an excellence service, creating good meal experiences and so on.

- The students and the lecturer explored hawker centres and depots.
- The students surveyed hawker centres and depots to know the needs of the objects.
- The students in collaboration with the lecturer tried to find an idea for training and discussed it with the owner of the depot or the management of the hawker centre.

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Implementation

There were three hawker centres and six depots in Surabaya for the service learning programme.

Table 1: List of hawker centres and depots.

No.	Name	Address	Staff members
1	Hawker centre Gayungan	Raya Gayungan	15
2	Hawker centre Karah	Gunungsari	18
3	Hawker centre Menanggal	Menanggal	20
4	Depot Nyabe	Siwalankerto VIII / F-7	3
5	Depot Mr. Lucas	Pasar Atom Mall 2nd floor	5
6	Depot Mbak Rin	Siwalankerto VIII / B-2	3
7	Depot Glory	Siwalankerto 235	3
8	Depot Bebek & Ayam Remuk	Kutisari	4
9	Depot 3M Makassar	Raya Mulyosari 120	4

The implementation at each hawker centre and depot was different depending on the needs of each hawker centre and depot. In general, it improved both the tangible and the intangible aspects. The tangible aspects include the arrangement of display dishes, instruments' placement in the hawker centre and the depot, and/or the tidiness of the guests' table. The intangible aspects include training related to customer service excellence, sanitation and hygiene, sales technique

and so on. Implementation of the programme at the hawker centre and the depot was conducted by lectures and role play.

Each hawker centre was handled by two groups of students. There were some programmes that the students conducted at the hawker centre.

Coaching related to sanitation and hygiene

The staff was coached about the importance of food hygiene, personal hygiene and also the cleanliness of the environment, especially the trash bins and the dining tables. All the aspects mentioned are important for hawker centres since these could influence the interest of customers to eat at the hawker centre.

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In terms of food hygiene, the topics were handling of the food: from the storage of ingredients, preparation, cooking and serving to the customers. The staff used to keep the food ingredients under the table and just place them on the floor. In this case, the staff learned that the ingredients had to be stored correctly (*mise en place*), for example, the dry ingredients had to be placed on a rack or a table and the fresh ingredients had to be placed in the refrigerator. While preparing the food, the staff handled the food without the use of any equipment or hand gloves. The students coached the staff to use spoons to scoop the food ingredients. While serving food to the customers, sometimes the staff members accidentally put their fingers on plates and touch the food, which eventually contaminates the food. Therefore, the students coached the staff on technical skills.

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In terms of personal hygiene, the staff learned that they should bathe regularly, and wash their hands before they handle food and after they use the toilet. The staff were also instructed to pay more attention to their grooming (especially their hairstyle and the clothes they wear). The clothes should be cleaned and ironed. In addition to food hygiene and personal hygiene, the staff learned about the importance of environmental cleanliness in both the food processing area and the dining area. The floor should be clean, and the tables for the customers should be well polished.

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Coaching related to service quality or customer service excellence

Service quality is an important aspect to make the customers feel comfortable and satisfied while eating at a hawker centre. The staff learned how to greet the customers, how to take an order and repeat the order, and how to serve the food. Others, the staffs not only learned that they should have good menu knowledge in order to answer the customers' question about the food they ordered, but they also learned that they should give the order according to the customers' request. In addition, the staff was coached to be responsive to the customers' needs and wants. In addition, the staff also learned how to be hospitable and sincere when providing the service.

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Providing knowledge of food-safe packaging

There is lots of plastic packaging, but not all packaging is safe for the food. The students transferred an important knowledge to the owners and staff on the safe packaging for food. The safest plastic packaging for food is that made from polypropylene (PP).

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Figure 3: Food-grade plastic.

The arrangement of the physical environment

Tangible aspects represent one of the important factors in hawker centres to ensure customer satisfaction. At hawker centres, the students helped to arrange the physical environment by placing some ashtrays on the tables, assigning a table number on each table to make it easier for the staff to serve the food, placing trash cans to segregate the waste (organic and non-organic waste) and also providing cloth for cleaning the guests' table and polish the plate and glassware at each food stall.

Figure 4: The coaching process at a hawker centre.

Since a depot is smaller than a hawker centre, each depot was handled by one group of students. The programme of service learning at a depot included the following:

1. *Coaching on sanitation and hygiene:* The staff learned how to store food ingredients and equipment in the right place. The aim was to keep the food ingredients free from bacteria

and equipment free from dust and dirt when it is used to serve food to the customers. In addition, the students coached the staff to keep changing the water for mopping and to change the cooking oil regularly.

2. *Knowledge sharing of sales techniques:* Sales techniques are needed in depots to optimize profits; therefore, the students trained the staff how to offer the food and drink so that the customers buy more food and drink than intended. The students also taught the staff how to give recommendations to the customers. To recommend or upsell food or drinks, the staff had to have good knowledge of the menu.

Figure 5: The coaching process for carrying a tray.

3. *Develop simple service procedures:* The students helped the owner with simple service procedures starting from greeting the customers when the customers come to the depot, offering the menu, taking the order and repeating the order to avoid mistakes, serving the drinks and food, clearing up the table, providing the bill and saying thank you when the guests leave the depot.
4. *Coaching on technical skills:* The students coached the staff on how to bring tray in a good way so that the tray is balanced. Others, the staffs are coached how to bring plates and glasses in a good way in order to avoid the hand touches the food or lips of glass.
5. *Coaching related to service quality:* The coaching for excellence in service quality covered two aspects: the service procedure and the staff's attitudes. First, the service procedure covered how the staff should greet the customers by opening the door when the customers enter the depot and how to take the order. Second, the staff's attitudes included hospitality, politeness, sincerity and good communication between the staff and the customers and also among the staff themselves.

Figure 6: The coaching process of service quality.

6. *Providing knowledge of personal grooming:* Personal grooming, which is also called personal hygiene, is an important aspect in service industries. Personal hygiene refers to the cleanliness of the clothes worn at work, hairstyle and hair cleanliness (e.g., dandruff free) and bodily cleanliness (e.g., regular shower, odour-free body). In short, they cover clean and tidy clothes, hair, and body.

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7. *The arrangement of the physical environment.* It refers to the way the staff should place the dishes on a buffet table to make the dishes always hygiene and look appetizing. In addition, the students helped the owner to rearrange the depot to make the depot look clean and tidy.

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Figure 7: Providing knowledge of personal grooming.

Impact of service learning

Based on the service learning implementation Introduction to Food and Beverage Service (FBS) course at hawker centres and depots, there were some positive impacts for the depots and hawker centres, and for the students themselves.

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For depots and hawker centres:

1. The owners and staff gained new insight into and broader knowledge of service quality:
 - a) The importance of being hospitable and polite.
 - b) The importance of menu knowledge for recommendations of food and drink to maximize profit.
 - c) The right service procedures of serving the customers.

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With knowledge of service quality, the staff has more confidence in providing excellent service quality for the customers.

2. The owners and staff gained more awareness of sanitation and hygiene:
 - a) Food should be stored in food-safe packaging.
 - b) Food ingredients should be stored in a place that is suitable, for example, in the refrigerator or on a rack or a table.
 - c) The importance of washing the hands before handling food and after using the toilet.
 - d) Food on display should be free from bacteria.
 - e) The hawker centre and depot should be kept clean and tidy.
3. The customers are satisfied with the service quality of the depot and hawker centre since the service quality is improving. Eventually, customer satisfaction leads to customer loyalty and profit.

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For the students, the learning points for the students were as follows:

1. By gaining knowledge on how to manage a depot and/or a hawker centre, the students became aware of how difficult it is to manage an enterprise, despite only a mere small business.
2. The students are easier to understand the topic taught at the introduction to food and beverage service (FBS) course since they apply the theory into practical by coaching the staffs of depot and hawker centre.
3. Upon realizing that it is not easy to get money for a living, the students will have to learn not to waste money.
4. To be more open-minded and humble, not to under estimate people with lower income.
5. Learned to interact and communicate with other people from different backgrounds, such as family background, economy background, social class background, education background and so on.
6. Learned to be patient and gain self-control, especially when facing difficult situations
7. Develop critical thinking and creativity towards any programme planning.
8. Learned to cooperate with classmates having different characteristics, or realizing that every person is born with their own innate characteristic(s).
9. Learned good time management and the willingness to sacrifice and strive to make a programme successful.
10. Always be thankful for what they already have.

Based on the implementation of service learning, there were some impacts for the lecturer:

1. Learned from the students' experience how to manage depots and hawker centres, became aware how difficult it is to manage an enterprise, even just a mere small business.
2. The result of service learning can be used as teaching material. On reading the students' report and reflections, the lecturer can use depots and hawker centres as examples in teaching.

3. Gained ideas for research, such as the perception of customers towards service quality in depots and hawker centres.

Conclusion and recommendation

Conclusion

There are two conclusions that can be derived from the above explanation:

1. A service-learning programme is a good vehicle for students to serve and to share with others based on the knowledge they have.
2. A service-learning programme exerts positive impacts on depots, hawker centres, the lecturer and the students themselves. The service quality of depot and hawker centres are improving, thus maximizing their profits. On the other hand, the students achieve improvements in their soft skills and the lecturer gains ideas for research and teaching material.

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Recommendation

There are three recommendations for better implementation of service-learning programmes in the future.

1. An evaluation or inspection of depots and hawker centres should be performed several months after the implementation of the service-learning programme to observe whether the service quality or the performance of the depot and hawker centre has improved or not.
2. A pre-implementation survey and a post-implementation survey should be conducted on the customers by a questionnaire to determine if there is an improvement in service quality at the depot and hawker centre.
3. The choice of the depot or hawker centre for the service-learning programme should be appropriate to provide positive impacts to many people.

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MONIKA KRISTANTI
Petra Christian University

The improvement in service quality of small-scale food service businesses in Surabaya

ABSTRACT

1. *Two types of small-scale food service business existing in Surabaya are hawker*
2. *centres and depots. Generally, depots and hawker centres are managed unprofes-*
3. *sionally as the owner does not pay much attention to the service quality. Conversely,*
4. *nowadays customers pay more attention to the service quality.. Based on a survey, it*
5. *was identified that hawker centres and depots are lacking in three aspects: (1) hygiene*
6. *and sanitation, and (2) poor knowledge among staff in terms of both service quality*
7. *and (3) grooming. Training was provided to the staff on food and personal hygiene;*
8. *knowledge of food safe packaging; and how to provide excellent services. On the basis*
9. *of feedback from the owner and the customers, it was found that these activities*
10. *had positive impacts on depots, hawker centres and the customers. Hawker centres*
11. *and depots could improve their staffs' service quality so that in the end, customers*
12. *feel satisfied visiting them. Since students performed these activities, they have also*
13. *had a positive impact on them. By interacting with the owner and the staff at the*
14. *hawker centres and depots, the students learned to be humble and open-minded,*
15. *to interact with people from different backgrounds of education and economy, to*
16. *have self-motivation and to not underestimate other people. Most importantly,*
17. *the students realized that they should be thankful for what they have.*

KEYWORDS

service quality
small-scale food
service business
depot
hawker centre
customer satisfaction
tangible and intangible
aspects

INTRODUCTION

As stated by Yapto Willy Sinatra, the chairman of Food and Beverage Businessman Affiliation in East Java, the number of food and beverage businesses in East Java has grown by 20–30 per cent, and small-scale food and beverage businesses have been growing rapidly (Widarti 2019). According to the database of the Indonesian Cafe and Restaurant Business Association (Apkrindo) in East Java, the growth of restaurants in Surabaya is almost 20 per cent per year (JPNN 2018), which is including the growth of hawker centres and depots. A hawker centre is an open-air complex housing many stalls that sell a variety of inexpensive food. A depot is a small and simple place to eat, with simple furniture, service and menu.

However, most depots and hawker centres are managed unprofessionally by their owners. The owner does not pay attention to the customers' experiences while the customers are eating in the depots or hawker centres. The owner does not pay attention to the service quality and customer satisfaction. Conversely, nowadays customers pay more attention towards the service quality, such as good ambience and service that make customers feel comfortable. As stated by Andaleeb and Conway (2006) customer satisfaction is significantly influenced by the responsiveness of the staff, the price and food quality. Further, Markovic et al. (2010) show that service quality is very important in creating customer satisfaction and repeat purchase intention. The definition of repeat purchase is the intention to return to a particular food business due to a satisfied feeling. Wu and Liang (2009) state that service staff positively affect customer satisfaction. Others, Liu and Jang (2009), Zopiatris and Pribic (2007) find that food quality, reliability, cleanliness of the environment, design interior and atmosphere and staff's grooming and attitude significantly influence customer satisfaction.



Figure 1: Hawker centre. The hawker centre, located in Menanggal, Surabaya. Photograph by authors, 2017. There are many stalls in the hawker centre that sell food and drink; each stall is generally owned by different person.



Figure 2: Depot 3M Makassar, located in Raya Mulyosari, Surabaya. Photograph by authors, 2017.

Based on a survey done by the students, it was identified that hawker centres and depots are lacking in three aspects: first, hygiene and sanitation aspects, such as the cleanliness of the depot and/or the hawker centre; second, poor knowledge of staff of service quality, such as the staff's unfriendly behaviour towards the guests; and staff grooming. Based on these problems, the students joining the Introduction to Food and Beverage Service (FBS) class were assigned to do service learning at hawker centres and depots. Service-learning itself offers one of the most unique tools to promote student engagement, motivation and academic achievement. As a powerful form of experiential learning, service learning integrates community engagement with academic coursework through the essential requirement of critical reflection (Cazzell et al. 2014). The objectives of the service learning can be divided into four categories:

1. For the depot and hawker centre:

- Build awareness that service quality is important so that depots and hawker centres can improve the service quality.
- Improve the awareness that sanitation hygiene is important, such as the cleanliness of depots and hawker centres, the cleanliness of the food served and the cleanliness of the staff themselves.

2. For the student:

- Learn to serve and share, to the owner and the staff of hawker centres and depots so that they can improve their service quality
- Learn to cooperate with classmates and the owner and staff of the depot and hawker centre.

3. For the customer:
 - Get satisfying service and safe-to-consume food while eating in depots and hawker centres.
 - Make the customers feel comfortable and satisfied.
4. For the lecturer:
 - Obtain some information on how to manage depots and hawkers more appropriately through sharing sessions with the students.
 - Enrich teaching materials by reading students' reports and reflections, which the lecturer can then use as an example in teaching.
 - Gain ideas for research on the basis of the knowledge of the problems that are faced by hawker centres and depots, for example, customer satisfaction in depots.

LITERATURE REVIEW

Service quality

Garvin states that there are five aspects of quality: a transcendental approach, a product-based approach, a user-based approach, a manufacturing-based approach and a value-based approach (Tjiptono 2012).

1. *Transcendental approach*: In this perspective, quality is seen as an innate excellence something that can be comprehended intuitively) and yet is almost impossible to be communicated. This kind of perspective affirms that people can only understand quality through repeated exposure.
2. *Product-based approach*: This perspective defines quality as a characteristic, a component or an attribute of a product that can be measured. The number of product attributes determines the quality of a product.
3. *User-based approach*: This perspective is based on the idea that quality is subjectively based on the customer and demand-oriented; thus, the most satisfying product is the one that meets the assessor's preferences (highly qualified product).
4. *Manufacturing-based approach*: This approach is supply based and defines quality as conformance to requirements. The customers will not set the quality but the standards of the company set the quality.
5. *Value-based approach*: This perspective considers quality based on value and price. By prior consideration towards the trade-off between value and price, quality is therefore defined as affordable excellence: having the best performance or worth the money paid.

Lewis and Booms define service quality as a measurement of how excellent the levels of service provided to meet customer expectations are. According to this definition, service quality can be defined through the fulfilment of the needs and desires of consumers and the precision of delivery to offset the consumer expectations. Thereby, there are two major factors that affect service quality: expected service and perceived service. If the perceived service is in accordance with the expected service, the service quality will be perceived as positive or good. If the perceived service exceeds the expected service, the service quality will be perceived as the ideal quality. Conversely, when the perceived service is worse than the expected service, the quality of service will

be perceived as negative or bad. Therefore, the performance of service quality depends on the ability of the service provider to fulfil the expectations of the customers consistently (Tjiptono 2012).

Service quality is measured by five dimensions as follows (Tjiptono 2012):

1. *Tangible*: It is related to the appearance of physical facilities, equipment, personnel and communication material.
2. *Reliability*: It is the ability to perform the promised service dependably and accurately.
3. *Responsiveness*: It is the willingness and ability to help customers and provide prompt service.
4. *Assurance*: It is related to staff's competency, courtesy and credibility, and their ability to build customers' trust and confidence.
5. *Empathy*: It is how the staff understands the customer, and pays personal attention to the customer.

Customer satisfaction

Kotler and Keller (2006) define satisfaction as a person's feeling of pleasure or disappointment that results from comparing a product's perceived performance or outcome against his/her expectations. On the other hand, Lamb et al. (2012) stated that customer satisfaction is the feeling that a product has met or exceeded the customer's expectation. Hansemark and Albinsson (2004) define satisfaction as the customer's attitude to the service provider or emotional reaction to the difference between expectation and perceived service.

Bitner and Hubbert state that there are two ways to define customer satisfaction: first, service-encounter satisfaction, which happens when the customer feels satisfied with the service in a particular area, and second, overall satisfaction, the evaluation of some or the overall service area. These days, overall satisfaction is used since satisfaction becomes a determinant of customer loyalty (Quddus and Hudrasyah 2014).

According to Dutka (1993), there are three main attributes to measure customer satisfaction:

1. *Attribute related to product*: Kotler (2005) stated that the product is everything, both tangible and intangible, including colour, packaging, company reputation and the service that can be offered to the market to be noticed, owned, used or consumed to satisfy customers' needs and wants.
2. *Attribute related to service*: Dutka (1993) explains that there are four attributes related to service:
 - a) Guarantee or warranty that is given by a company for a product. If the product is defective, it can be returned to the company for repair.
 - b) Delivery, related to the speed and accuracy of the product and service delivery to the customer.
 - c) Complaint handling, how the company handles customers' complaint related to a company's product or service.
 - d) Resolution of a problem, the company's ability to solve customers' problems.

3. *Attribute related to purchase*: Purchasing attribute is a consumer-satisfying attribute related to service delivery in the pre-purchase phase and the purchase phase. There are five attributes related to purchase:

- a) Courtesy, related to the politeness, attention and cordiality of staff with customers.
- b) Communication, the process of sending information to the customer.
- c) Ease or convenience, the convenience in obtaining information on the company's product or service.
- d) Company reputation, which affects the customers' purchase decision.
- e) Company competence, the company's ability to fulfil customers' needs and wants.

IMPLEMENTATION OF PROGRAMME

Preparation

In preparing the implementation of the service-learning programme at hawker centres and depots, students had to make some preparations as follows:

- the students learned to create an interesting menu card, providing an excellence service, creating good meal experiences and so on;
- the students and the lecturer explored hawker centres and depots;
- the students surveyed hawker centres and depots to understand the needs of the owners;
- the students, in collaboration with the lecturer, tried to find a solution for training and discussed it with the owner of the depot or the management of the hawker centre. The local government manages hawker centres.

Implementation

There were three hawker centres and six depots in Surabaya for the service-learning programme.

The implementation at each hawker centre and depot was different depending on the needs of each hawker centre and depot. In general, it

No.	Name	Address	Staff members
1	Hawker centre Gayungan	Raya Gayungan	15
2	Hawker centre Karah	Gunungsari	18
3	Hawker centre Menanggal	Menanggal	20
4	Depot Nyabe	Siwalankerto VIII / F-7	3
5	Depot Mr. Lucas	Pasar Atom Mall 2nd floor	5
6	Depot Mbak Rin	Siwalankerto VIII / B-2	3
7	Depot Glory	Siwalankerto 235	3
8	Depot Bebek & Ayam Remuk	Kutisari	4
9	Depot 3M Makassar	Raya Mulyosari 120	4

Table 1: List of hawker centres and depots.

improved both the tangible and the intangible aspects. The tangible aspects include the arrangement of display dishes, instruments' placement in the hawker centre and the depot, and/or the tidiness of the guests' table. The intangible aspects include training related to customer service excellence, sanitation and hygiene, sales technique and so on. Implementation of the programme at the hawker centre and the depot was conducted by lectures and role-play.

Each hawker centre was handled by two groups of students. There were some programmes that the students conducted at the hawker centre.

Coaching related to sanitation and hygiene

The staff was coached about the importance of food hygiene, personal hygiene and also the cleanliness of the environment, especially the trash bins and the dining tables. All aspects mentioned are important for hawker centres, since these could influence customers to eat at the hawker centre.

In terms of food hygiene, the topics were handling of the food: from the storage of ingredients, preparation, cooking and serving to the customers. The staff would keep food ingredients in a box under the table, just placing them on the floor. In this case, the staff learned that the ingredients had to be stored correctly (*mise en place*); for example, the dry ingredients had to be placed on a rack or a table and the fresh ingredients had to be placed in the refrigerator. While preparing the food, the staff handled the food without the use of any equipment or hand gloves. The students coached the staff to use spoons to scoop the food ingredients. While serving food to the customers, sometimes the staff members often put their fingers on the plates and often touch the food, which would eventually contaminate it. Therefore, the students coached the staff on technical skills.

In terms of personal hygiene, the staff learned that they should bathe regularly, and wash their hands before they handle food and after they use the toilet. The staff were also instructed to pay more attention to their grooming (especially their hairstyle and the clothes they wear). The uniform should be cleaned and ironed. In addition to food hygiene and personal hygiene, the staff learned about the importance of environmental cleanliness in both the food processing area and the dining area. The floor should be clean, and the tables for the customers should be well polished.

Coaching related to service quality or customer service excellence

Service quality is an important aspect to make the customers feel comfortable and satisfied while eating at a hawker centre. The staff learned how to greet the customers, how to take an order and repeat the order, and how to serve the food. The staffs not only learned that they should have good menu knowledge in order to answer the customers' question about the food, but they also learned that they should adapt the food according to the customers' (reasonable) requests. In addition, the staff was coached to be responsive to the customers' needs and wants. In addition, the staff also learned how to be hospitable and sincere when providing the service.

Providing knowledge of food-safe packaging

There is lots of plastic packaging, but not all packaging is safe for the food. The students passed important knowledge to the owners and staff on the safe



Figure 3: Food-grade plastic.

packaging for food. The safest plastic packaging for food is that made from polypropylene (PP).

The arrangement of the physical environment

Tangible aspects represent one of the important factors in hawker centres to ensure customer satisfaction. At hawker centres, the students helped to arrange the physical environment by placing some ashtrays on the tables, assigning a table number on each table to make it easier for the staff to serve the food, placing trash cans to segregate the waste (organic and non-organic waste) and also providing cloth for cleaning the guests' table and polish the plate and glassware at each food stall.

Since a depot is smaller than a hawker centre, each depot was handled by one group of students. The programme of service learning at a depot included the following:

1. *Coaching on sanitation and hygiene:* The staff learned how to store food ingredients and equipment in the right place. The aim was to keep the food ingredients free from bacteria and equipment free from dust and dirt when it is used to serve food to the customers. In addition, the students coached the staff to keep changing the water for mopping and to change the cooking oil regularly.
2. *Knowledge sharing of sales techniques:* Sales techniques are needed in depots to optimize profits; therefore, the students trained the staff how to offer



Figure 4: The coaching process at a hawker centre.

- the food and drink so that the customers buy more food and drink than intended. The students also taught the staff how to give recommendations to the customers. To recommend or upsell food or drinks, the staff had to have good knowledge of the menu.
3. *Develop simple service procedures:* The students helped the owner with simple service procedures starting from greeting the customers when the customers



Figure 5: The coaching process for carrying a tray.

- come to the depot, offering the menu, taking the order and repeating the order to avoid mistakes, serving the drinks and food, clearing up the table, providing the bill and saying thank you when the guests leave the depot.
4. *Coaching on technical skills:* The students coached the staff on how to carry trays full of food. The staff is coached on how to carry plates and glasses so as to avoid touching the rim of the glass, from which patrons drink, or the plate from which they eat.
5. *Coaching related to service quality:* The coaching for excellence in service quality covered two aspects: the service procedure and the staff's attitudes. First, the service training covered how the staff should greet the customers by opening the door when the customers enter the depot and how to take the order. Second, the staff's attitudes included hospitality, politeness, sincerity and good communication between the staff and the customers and also among the staff themselves.
6. *Providing knowledge of personal grooming:* Personal grooming, which is also called personal hygiene, is an important aspect in service industries. Personal hygiene refers to the cleanliness of the clothes worn at work, hairstyle and hair cleanliness (e.g., dandruff free) and bodily cleanliness (e.g., recently bathed and odour-free).
7. *The arrangement of the physical environment:* It refers to the way the staff should place the dishes on a buffet table to ensure the dining ware is always kept to a high standard of hygiene and makes the meals served on them appear appetizing. In addition, the students helped the owner to rearrange the depot to make the depot look tidy and inviting.



Figure 6: The coaching process of service quality.



Figure 7: Providing knowledge of personal grooming.

IMPACT OF SERVICE LEARNING

Based on the service-learning course, 'introduction to food and beverage service' (FBS), at hawker centres and depots, there were some positive effects for the depots and hawker centres, and for the students themselves.

For depots and hawker centres:

1. The owners and staff gained new insight into and broader knowledge of service quality:
 - a) The importance of being hospitable and polite.
 - b) The importance of menu knowledge for recommendations of food and drink to maximize profit.
 - c) The right procedures for serving the customers.

With knowledge of service quality, the staff have more confidence in providing excellent service quality for the customers.

2. The owners and staff gained more awareness of sanitation and hygiene:
 - a) Food should be stored in food-safe packaging.
 - b) Food ingredients should be stored in a place that is suitable, for example, in the refrigerator or on a rack or a table.
 - c) The importance of washing the hands before handling food and after using the toilet.
 - d) Food on display should be free from bacteria.
 - e) The hawker centre and depot should be kept clean and tidy.
3. The customers are satisfied with the service of the depot and hawker centre since the service quality is improving. Eventually, customer satisfaction leads to customer loyalty and profit.

For the students, the learning points for the students were as follows:

1. By gaining knowledge on how to manage a depot and/or a hawker centre, the students became aware of how difficult it is to manage even a small business.
2. The students more easily understand the topic taught at the introduction to food and beverage service (FBS) course since they apply the theory into practical by coaching the staffs of depot and hawker centre.
3. Upon realizing that it is not easy to earn money, the students will have to learn not to waste money.
4. To be more open-minded and humble and not to under estimate people with lower income.
5. Learned to interact and communicate with other people from different backgrounds, such as family background, economy background, social class background, education background and so on.
6. Learned to be patient and gain self-control, especially when facing difficult situations
7. Develop critical thinking and creativity towards any programme planning.
8. Learned to cooperate with classmates having different characteristics, or realizing that every person is blessed with their own innate characteristic(s).

9. Learned good time management and developing a willingness to sacrifice and strive to make a programme successful.
10. Always be thankful for what they have.

Based on the implementation of service learning, there were some impacts for the lecturer:

1. Learned from the students' experience how to manage depots and hawker centres, became aware how difficult it is to manage an enterprise, even just a mere small business.
2. The result of service learning can be used as teaching material. On reading the students' report and reflections, the lecturer can use depots and hawker centres as examples in teaching.
3. Gained ideas for research, such as the perception of customers towards service quality in depots and hawker centres.

CONCLUSION AND RECOMMENDATION

Conclusion

There are two conclusions that can be derived from this experiment:

1. A service-learning programme is a good vehicle for students to serve and to share with others based on the knowledge they have.
2. A service-learning programme exerts positive impacts on depots, hawker centres, the lecturer and the students themselves. The service quality of depot and hawker centres is improving, thus maximizing their profits. On the other hand, the students achieve improvements in their soft skills and the lecturer gains ideas for research and teaching material.

Recommendation

There are three recommendations for better implementation of service-learning programmes in the future.

1. An evaluation or inspection of depots and hawker centres should be performed several months after the implementation of the service-learning programme to observe whether the service quality or the performance of the depot and hawker centre has improved or not.
2. A pre-implementation survey and a post-implementation survey should be conducted on the customers by a questionnaire to determine if there is an improvement in service quality at the depot and hawker centre.
3. The choice of the depot or hawker centre for the service-learning programme should be appropriate to provide positive effects to those working within and being served at the venues.

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CONTRIBUTOR DETAILS

Monika Kristanti is a lecturer in the hotel management programme, Petra Christian University, Surabaya, Indonesia. She received her Master of Art (MA) in international hospitality management from London Metropolitan University, London. She focuses her teaching on food and beverage service. Her research focuses on hospitality industry topics, especially related to food and beverage service and green hotels or restaurants.

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Surabaya
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243	1	Abstract	
243	14	Abstract	
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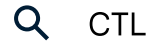
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162	23	Wu and Liang (2009) state that service staff positively affect	Wu and Liang (2009) state that service staff positively affects
162	52	Each stall is gemerally owned by different person	Each stall is generally owned by different person
164	25	That can be comprehended intuitively)	That can be comprehended intuitively (remove the parenthesis)
166	31 - 52	The placement of table 1	Insert table 1 after line 31 ; after the sentence "There were three hawker centres and six depots in Surabaya for the service-learning programme"
167	35	The floor should be clean, and	The floor should be cleaned, and
168	1 - 26	The placement of figure 3	Insert figure 3 after the sentence "The safest plastic packaging for food is that made from polypropylene (PP))"
168	45	IThe aim was to keep the...	The aim was to keep the (remove the extra alphabet in front of "The")
169		The placement of figure 4	Insert figure 4 after the sentence "...polish the plate and glassware at each food stall" (line 39 in present)
172	43	Not to under estimate people	Not to underestimate people

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172	43	Not to under estimate people	Not to underestimate people

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Commented [JM2]: Staff is plural, so this should be 'affect'. No change made.

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MONIKA KRISTANTI

Petra Christian University

The improvement in service quality of small-scale food service businesses in Surabaya

ABSTRACT

Two types of small-scale food service business existing in Surabaya are hawker centres and depots. Generally, depots and hawker centres are managed unprofessionally as the owner does not pay much attention to the service quality. Conversely, nowadays customers pay more attention to the service quality. Based on a survey, it was identified that hawker centres and depots are lacking in three aspects: (1) hygiene and sanitation, and (2) poor knowledge among staff in terms of both service quality and (3) grooming. Training was provided to the staff on food and personal hygiene; knowledge of food safe packaging; and how to provide excellent services. On the basis of feedback from the owner and the customers, it was found that these activities had positive impacts on depots, hawker centres and the customers. Hawker centres and depots could improve their staffs' service quality so that in the end, customers feel satisfied visiting them. Since students performed these activities, they have also had a positive impact on them. By interacting with the owner and the staff at the hawker centres and depots, the students learned to be humble and open-minded, to interact with people from different backgrounds of education and economy, to have self-motivation and to not underestimate other people. Most importantly, the students realized that they should be thankful for what they have.

KEYWORDS

service quality
small-scale food
service business
depot
hawker centre
customer satisfaction
tangible and intangible
aspects

INTRODUCTION

As stated by Yapto Willy Sinatra, the chairman of Food and Beverage Businessman Affiliation in East Java, the number of food and beverage businesses in East Java has grown by 20–30 per cent, and small-scale food and beverage businesses have been growing rapidly (Widarti 2019). According to the database of the Indonesian Cafe and Restaurant Business Association (Apkrindo) in East Java, the growth of restaurants in Surabaya is almost 20 per cent per year (JPNN 2018), which is including the growth of hawker centres and depots. A hawker centre is an open-air complex housing many stalls that sell a variety of inexpensive food. A depot is a small and simple place to eat, with simple furniture, service and menu.

However, most depots and hawker centres are managed unprofessionally by their owners. The owner does not pay attention to the customers' experiences while the customers are eating in the depots or hawker centres. The owner does not pay attention to the service quality and customer satisfaction. Conversely, nowadays customers pay more attention towards the service quality, such as good ambience and service that make customers feel comfortable. As stated by Andaleeb and Conway (2006) customer satisfaction is significantly influenced by the responsiveness of the staff, the price and food quality. Further, Markovic et al. (2010) show that service quality is very important in creating customer satisfaction and repeat purchase intention. The definition of repeat purchase is the intention to return to a particular food business due to a satisfied feeling. Wu and Liang (2009) state that service staff positively affect customer satisfaction. Others, Liu and Jang (2009), Zopiatris and Pribic (2007) find that food quality, reliability, cleanliness of the environment, design interior and atmosphere and staff's grooming and attitude significantly influence customer satisfaction.



Figure 1: The hawker centre, located in Menanggal, Surabaya. Photograph by authors, 2017. There are many stalls in the hawker centre that sell food and drink; each stall is generally owned by different person.



Figure 2: Depot 3M Makassar, located in Raya Mulyosari, Surabaya. Photograph by authors, 2017.

Based on a survey done by the students, it was identified that hawker centres and depots are lacking in three aspects: first, hygiene and sanitation aspects, such as the cleanliness of the depot and/or the hawker centre; second, poor knowledge of staff of service quality, such as the staff's unfriendly behaviour towards the guests; and staff grooming. Based on these problems, the students joining the Introduction to Food and Beverage Service (FBS) class were assigned to do service-learning at hawker centres and depots. Service-learning itself offers one of the most unique tools to promote student engagement, motivation and academic achievement. As a powerful form of experiential learning, service-learning integrates community engagement with academic coursework through the essential requirement of critical reflection (Cazzell et al. 2014). The objectives of the service-learning can be divided into four categories:

1. For the depot and hawker centre:

- build awareness that service quality is important so that depots and hawker centres can improve the service quality;
- improve the awareness that sanitation hygiene is important, such as the cleanliness of depots and hawker centres, the cleanliness of the food served and the cleanliness of the staff themselves.

2. For the student:

- learn to serve and share, to the owner and the staff of hawker centres and depots so that they can improve their service quality;
- learn to cooperate with classmates and the owner and staff of the depot and hawker centre.

3. For the customer:

- receive a warm service and safe-to-consume food while eating in depots and hawker centres;
- feel comfortable and satisfied.

4. For the lecturer:

- obtain some information on how to manage depots and hawkers more appropriately through sharing sessions with the students;
- enrich teaching materials by reading students' reports and reflections, which the lecturer can then use as an example in teaching;
- gain ideas for research on the basis of the knowledge of the problems that are faced by hawker centres and depots, for example, customer satisfaction in depots.

LITERATURE REVIEW

Service quality

Garvin states that there are five aspects of quality: a transcendental approach, a product-based approach, a user-based approach, a manufacturing-based approach and a value-based approach (Tjiptono 2012).

1. *Transcendental approach*: In this perspective, quality is seen as an innate excellence something that can be comprehended intuitively and yet is almost impossible to communicate. This kind of perspective affirms that people can only understand quality through repeated exposure.
2. *Product-based approach*: This perspective defines quality as a characteristic, a component or an attribute of a product that can be measured. The number of product attributes determines the quality of a product.
3. *User-based approach*: This perspective is based on the idea that quality is subjectively based on the customer and demand-oriented; thus, the most satisfying product is the one that meets the assessor's preferences (highly qualified product).
4. *Manufacturing-based approach*: This approach is supply-based and defines quality as conformance to requirements. The customers will not set the quality but the standards of the company set the quality.
5. *Value-based approach*: This perspective considers quality based on value and price. By prior consideration towards the trade-off between value and price, quality is therefore defined as affordable excellence: having the best performance or worth the money paid.

Lewis and Booms define service quality as a measurement of how excellent the levels of service provided to meet customer expectations are. According to this definition, service quality can be defined through the fulfilment of the needs and desires of consumers and the precision of delivery to offset the consumer expectations. Thereby, there are two major factors that affect service quality: expected service and perceived service. If the perceived service is in accordance with the expected service, the service quality will be perceived as positive or good. If the perceived service exceeds the expected service, the service quality will be perceived as the ideal quality. Conversely, when the perceived service is worse than the expected service, the quality of service will

be perceived as negative or bad. Therefore, the performance of service quality depends on the ability of the service provider to fulfil the expectations of the customers consistently (Tjiptono 2012).

Service quality is measured by five dimensions as follows (Tjiptono 2012):

1. *Tangible*: Related to the appearance of physical facilities, equipment, personnel and communication material.
2. *Reliability*: The ability to perform the promised service dependably and accurately.
3. *Responsiveness*: The willingness and ability to help customers and provide prompt service.
4. *Assurance*: Related to staff's competency, courtesy and credibility, and their ability to build customers' trust and confidence.
5. *Empathy*: How the staff understands the customer, and pays personal attention to the customer.

Customer satisfaction

Kotler and Keller (2006) define satisfaction as a person's feeling of pleasure or disappointment that results from comparing a product's perceived performance or outcome against his/her expectations. On the other hand, Lamb et al. (2012) stated that customer satisfaction is the feeling that a product has met or exceeded the customer's expectation. Hansemark and Albinsson (2004) define satisfaction as the customer's attitude to the service provider or emotional reaction to the difference between expectation and perceived service.

Bitner and Hubbert state that there are two ways to define customer satisfaction: first, service-encounter satisfaction, which happens when the customer feels satisfied with the service in a particular area, and second, overall satisfaction, the evaluation of some or the overall service area. These days, overall satisfaction is used since satisfaction becomes a determinant of customer loyalty (Quddus and Hudrasyah 2014).

According to Dutka (1993), there are three main attributes to measure customer satisfaction:

1. *Attribute related to product*: Kotler (2005) stated that the product is everything, both tangible and intangible, including colour, packaging, company reputation and the service that can be offered to the market to be noticed, owned, used or consumed to satisfy customers' needs and wants.
2. *Attribute related to service*: Dutka (1993) explains that there are four attributes related to service:
 - a) Guarantee or warranty that is given by a company for a product. If the product is defective, it can be returned to the company for repair.
 - b) Delivery, related to the speed and accuracy of the product and service delivery to the customer.
 - c) Complaint handling, how the company handles customers' complaint related to a company's product or service.
 - d) Resolution of a problem, the company's ability to solve customers' problems.

3. *Attribute related to purchase*: Purchasing attribute is a consumer-satisfying attribute related to service delivery in the pre-purchase phase and the purchase phase. There are five attributes related to purchase:
- a) Courtesy, related to the politeness, attention and cordiality of staff with customers.
 - b) Communication, the process of sending information to the customer.
 - c) Ease or convenience, the convenience in obtaining information on the company's product or service.
 - d) Company reputation, which affects the customers' purchase decision.
 - e) Company competence, the company's ability to fulfil customers' needs and wants.

IMPLEMENTATION OF PROGRAMME

Preparation

In preparing the implementation of the service-learning programme at hawker centres and depots, students had to make some preparations as follows:

- the students learned to create an interesting menu card, providing an excellence service, creating good meal experiences and so on;
- the students and the lecturer explored hawker centres and depots;
- the students surveyed hawker centres and depots to understand the needs of the owners;
- the students, in collaboration with the lecturer, tried to find a solution for training and discussed it with the owner of the depot or the management of the hawker centre. The local government manages hawker centres.

Implementation

There were three hawker centres and six depots in Surabaya for the service-learning programme.

No.	Name	Address	Staff members
1	Hawker centre	Raya Gayungan	15
	Gayungan		
2	Hawker centre Karah	Gunungsari	18
3	Hawker centre	Menanggal	20
	Menanggal		
4	Depot Nyabe	Siwalankerto VIII / F-7	3
5	Depot Mr. Lucas	Pasar Atom Mall 2nd floor	5
6	Depot Mbak Rin	Siwalankerto VIII / B-2	3
7	Depot Glory	Siwalankerto 235	3
8	Depot Bebek &	Kutisari	4
	Ayam Remuk		
9	Depot 3M Makassar	Raya Mulyosari 120	4

Table 1: List of hawker centres and depots.

The implementation at each hawker centre and depot was different depending on the needs of each hawker centre and depot. In general, it improved both the tangible and the intangible aspects. The tangible aspects include the arrangement of display dishes, instruments' placement in the hawker centre and the depot, and/or the tidiness of the guests' table. The intangible aspects include training related to customer service excellence, sanitation and hygiene, sales technique and so on. Implementation of the programme at the hawker centre and the depot was conducted by lectures and role-play. Each hawker centre was handled by two groups of students. There were some programmes that the students conducted at the hawker centre.

Coaching related to sanitation and hygiene

The staff was coached about the importance of food hygiene, personal hygiene and also the cleanliness of the environment, especially the trash bins and the dining tables. All aspects mentioned are important for hawker centres, since these could influence customers to eat at the hawker centre.

In terms of food hygiene, the topics were handling of the food: from the storage of ingredients, preparation, cooking and serving to the customers. The staff would keep food ingredients in a box under the table, just placing them on the floor. In this case, the staff learned that the ingredients had to be stored correctly (*mise en place*); for example, the dry ingredients had to be placed on a rack or a table and the fresh ingredients had to be placed in the refrigerator. While preparing the food, the staff handled the food without the use of any equipment or hand gloves. The students coached the staff to use spoons to scoop the food ingredients. While serving food to the customers, sometimes the staff members often put their fingers on the plates and often touch the food, which would eventually contaminate it. Therefore, the students coached the staff on technical skills.

In terms of personal hygiene, the staff learned that they should bathe regularly, and wash their hands before they handle food and after they use the toilet. The staff were also instructed to pay more attention to their grooming (especially their hairstyle and the clothes they wear). The uniform should be cleaned and ironed. In addition to food hygiene and personal hygiene, the staff learned about the importance of environmental cleanliness in both the food processing area and the dining area. The floor should be cleaned and the tables should be well polished.

Coaching related to service quality or customer service excellence

Service quality is an important aspect to make the customers feel comfortable and satisfied while eating at a hawker centre. The staff learned how to greet the customers, how to take an order and repeat the order, and how to serve the food. The staffs not only learned that they should have good menu knowledge in order to answer the customers' question about the food, but they also learned that they should adapt the food according to the customers' (reasonable) requests. In addition, the staff was coached to be responsive to the customers' needs and wants. In addition, the staff also learned how to be hospitable and sincere when providing the service.

Providing knowledge of food-safe packaging

There is lots of plastic packaging, but not all packaging is safe for the food. The students passed important knowledge to the owners and staff on the safe packaging for food. The safest plastic packaging for food is that made from polypropylene (PP).



Figure 3: Food-grade plastic symbol.

The arrangement of the physical environment

Tangible aspects represent one of the important factors in hawker centres to ensure customer satisfaction. At hawker centres, the students helped to arrange the physical environment by placing some ashtrays on the tables, assigning a table number on each table to make it easier for the staff to serve the food, placing trash cans to segregate the waste (organic and non-organic waste) and also providing cloth for cleaning the guests' table and polish the plate and glassware at each food stall.

Since a depot is smaller than a hawker centre, each depot was handled by one group of students. The programme of service-learning at a depot included the following:

1. *Coaching on sanitation and hygiene:* The staff learned how to store food ingredients and equipment in the right place. The aim was to keep the food ingredients free from bacteria and equipment free from dust and dirt when it is used to serve food to the customers. In addition, the students coached the staff to keep changing the water for mopping and to change the cooking oil regularly.
2. *Knowledge sharing of sales techniques:* Sales techniques are needed in depots to optimize profits; therefore, the students trained the staff how to offer the food and drink so that the customers buy more food and drink than intended. The students also taught the staff how to give recommendations to the customers. To recommend or upsell food or drinks, the staff had to have good knowledge of the menu.



Figure 4: The coaching process at a hawker centre.

3. *Develop simple service procedures:* The students helped the owner with simple service procedures starting from greeting the customers when the customers come to the depot, offering the menu, taking the order and repeating the order to avoid mistakes, serving the drinks and food, clearing up the table, providing the bill and saying thank you when the guests leave the depot.



Figure 5: The coaching process for carrying a tray.

4. *Coaching on technical skills:* The students coached the staff on how to carry trays full of food. The staff is coached on how to carry plates and glasses so as to avoid touching the rim of the glass, from which patrons drink, or the plate from which they eat.
5. *Coaching related to service quality:* The coaching for excellence in service quality covered two aspects: the service procedure and the staff's attitudes. First, the service training covered how the staff should greet the customers by opening the door when the customers enter the depot and how to take the order. Second, the staff's attitudes included hospitality, politeness, sincerity and good communication between the staff and the customers and also among the staff themselves.
6. *Providing knowledge of personal grooming:* Personal grooming, which is also called personal hygiene, is an important aspect in service industries. Personal hygiene refers to the cleanliness of the clothes worn at work, hairstyle and hair cleanliness (e.g., dandruff free) and bodily cleanliness (e.g., recently bathed and odour-free).
7. *The arrangement of the physical environment:* It refers to the way the staff should place the dishes on a buffet table to ensure the dining ware is always kept to a high standard of hygiene and makes the meals served on them appear appetizing. In addition, the students helped the owner to rearrange the depot to make the depot look tidy and inviting.



Figure 6: The coaching process of service quality.



Figure 7: Providing knowledge of personal grooming.

IMPACT OF SERVICE-LEARNING

Based on the service-learning course, 'Introduction to food and beverage service' (FBS), at the centres, there were some positive effects for the depots and hawker centres, and for the students themselves. For depots and hawker centres:

1. The owners and staff gained new insight into and broader knowledge of service quality:
 - a) the importance of being hospitable and polite;
 - b) the importance of menu knowledge for recommendations of food and drink to maximize profit;
 - c) the right procedures for serving the customers;
 - d) with knowledge of service quality, the staff have more confidence in providing excellent service quality for the customers.
2. The owners and staff gained more awareness of sanitation and hygiene:
 - a) food should be stored in food-safe packaging;
 - b) food ingredients should be stored in a place that is suitable, for example, in the refrigerator or on a rack or a table;
 - c) the importance of washing the hands before handling food and after using the toilet;
 - d) food on display should be free from bacteria;
 - e) the hawker centre and depot should be kept clean and tidy.
3. The customers are satisfied with the service of the depot and hawker centre since the service quality is improving. Eventually, customer satisfaction leads to customer loyalty and profit.

For the students, the learning points for the students were as follows:

1. By gaining knowledge on how to manage a depot and/or a hawker centre, the students became aware of how difficult it is to manage even a small business.
2. The students more easily understand the topic taught at the introduction to food and beverage service (FBS) course since they apply the theory into practical by coaching the staffs of depot and hawker centre.
3. Upon realizing that it is not easy to earn money, the students will have to learn not to waste money.
4. The students learned to be more open-minded and humble and not to underestimate people with lower income.
5. The students learned to interact and communicate with other people from different backgrounds, such as family background, economy background, social class background, education background and so on.
6. The students learned to be patient and gain self-control, especially when facing difficult situations
7. The students developed critical thinking and creativity towards any programme planning.
8. The students learned to cooperate with classmates having different characteristics, or realizing that every person is blessed with their own innate characteristic(s).

9. The students learned good time management and developing a willingness to sacrifice and strive to make a programme successful.
10. The students learned to always be thankful for what they have.

Based on the implementation of service-learning, there was also an impact the lecturer:

1. Learned from the students' experience how to manage depots and hawker centres, became aware how difficult it is to manage an enterprise, even just a mere small business.
2. The result of service-learning can be used as teaching material. On reading the students' report and reflections, the lecturer can use depots and hawker centres as examples in teaching.
3. Gained ideas for research, such as the perception of customers towards service quality in depots and hawker centres.

CONCLUSION AND RECOMMENDATION

Conclusion

There are two conclusions that can be derived from this experiment:

1. A service-learning programme is a good vehicle for students to serve and to share with others based on the knowledge they have.
2. A service-learning programme exerts positive impacts on depots, hawker centres, the lecturer and the students themselves. The service quality of depot and hawker centres is improving, thus maximizing their profits. On the other hand, the students achieve improvements in their soft skills and the lecturer gains ideas for research and teaching material.

Recommendation

There are three recommendations for better implementation of service-learning programmes in the future:

1. An evaluation or inspection of depots and hawker centres should be performed several months after the implementation of the service-learning programme to observe whether the service quality or the performance of the depot and hawker centre has improved or not.
2. A pre-implementation survey and a post-implementation survey should be conducted on the customers by questionnaire to determine if there is an improvement in service quality at the depot and hawker centre.
3. The choice of the depot or hawker centre for the service-learning programme should be appropriate to provide positive effects to those working within and being served at the venues.

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