Studi Ilmu Manajemen dan Organisasi (SIMO)
ISSN: 2745-7826, Vol 7, No 3, 2026, 295-308 https://doi.org/10.61401/simo.v7.n3.p295-308.2026

Strategic Positioning and Service Quality Mapping of Javanese Language Education Programs: a Hyper-Competitive Higher Education

Anis Marjukah[1*], Arif Julianto Sri Nugroho[2], Nanik Herawati[3], Indiyah Prana Amertawengrum[4], Purwo Haryono[5]
Universitas Widya Dharma, Jawa Tengah, Indonesia[1,2,3,4,5]
anismarjukah69@gmail.com[1*], arifjuliantosn72@gmail.com[2],

Article History
Received on 25 June 2026
1st Revision on 11 July 2026
2nd Revision on 19 August 2026
3rd Revision on 20 August 2026
Accepted on 26 August 2026

Abstract

Purpose: This study aims to conduct a perceptual mapping test of the Javanese Language and Literature Education (PBSD) department of five universities in Central Java Province based on student perceptions of service quality.

Research Methodology: The sampling technique was non-random purposive sampling with 300 respondents. The service quality attributes tested in the research included trust, quality education, emotional commitment, cognitive commitment, goal commitment, social integration, academic integration, commitment to university activities, family commitment, and job commitment. The test activities carried out in the research included testing the validity and reliability of items as well as multidimensional scaling tests. The quantitative test of the perception map used SPSS 21 software.

Results: The research results found a map of the position of each PBSD department of the university as an effort to develop a strategy to increase competitive excellence.

Conclusions: UNS and Unnes are in a relatively excellent quadrant position compared to the other three universities in this study.

Limitations: This limitations as the object of observation is only five universities in the Central Java Province have PBSD Department, so the model cannot be generalized more widely.

Contributions: This study extends contemporary higher education marketing perspectives by linking perceptual positioning with student experience, service quality, and value co-creation. The findings provide a strategic basis for universities to differentiate their PBSD programs, strengthen competitive positioning, and design more student-centered marketing strategies in an increasingly competitive higher education environment.

Keywords: *Competitiveness PBSD, MDS, Perceptual Map, Quality*

How to Cite: Marjukah, A., Nugroho, A. J. S., Herawati, N., Amertawengrum, I. P., & Haryono, P. (2026). Strategic Positioning and Service Quality Mapping of Javanese Language Education Programs: a Hyper-Competitive Higher Education. *Studi Ilmu Manajemen dan Organisasi*, 7(3), 295-308.

1. Introduction

Competition towards excellence in the realm of higher education has headed towards the level of "red ocean". Universities that are unable to compete in terms of quality will be abandoned by prospective students, leading to the death of the higher education institution (Kaur & Saluja, 2025). Competition can spur higher education institutions to stimulate competitive strategies that are beneficial for their sustainability. Innovation strategies towards quality excellence in the realm of higher education services need to be continuously created to achieve a position of competitive excellence for higher education institutions (Elistia, Purwana, Effendi, Arief, & Wibowo, 2025). For universities that already have quality excellence, it is necessary to continue to maintain competitive excellence through various efforts in the face of the threat of the emergence of new competitors in the future (Skýpalová, Chládková, Nwachukwu, & Hieu, 2024). The competitiveness of higher education is dynamic. It is not only about the number of new students and the output and outcomes produced, but also about the various efforts through the process of activities to continue to achieve competitive excellence. The potential for competitiveness in higher education can be seen from the potential of human resources, the managerial expertise of university leaders, lecturers, and academic staff, and various advances in learning facilities (Luthfiana, Sujarwoto, & Said, 2025). The higher the quality of human resources owned by the university, the easier it is for the university to design and implement various strategic management plans to improve its quality. This phenomenon can be given an example, such as a university has implemented a strategic plan through the ability to produce high-quality graduates. Indicators of this excellence can be read through the ability of graduates to be absorbed in various fields of employment through a strong alumni network. The university provides services to students through modern technology, and the high ability to master technology for lecturers and education staff will strengthen the reputation of the university as a leading university in the minds of public perception (Aras, Barusman, & Defrizal, 2025).

The position of excellence in the quality of university competitiveness can be produced from the results of the leadership of the rector and the structural ranks of an institution related to leadership and scientific differentiation (Clemons & Jance, 2024). Through leadership excellence, university stakeholders gain economic benefits from the individual's leadership. A university that receives an A (excellent) accreditation rating from the National Accreditation Board of Higher Education (BAN PT) will be a source of pride for all academicians and will lead to the ability to increase the positioning of the quality of learning services. When the potential and position of the university's competitiveness are used optimally, stakeholders will benefit from obtaining excellent service. The capabilities of this university include the ability to carry out cost efficiency (cost leadership) and excellence in the quality of competitive study programs that are different from other institutions (differentiation) (Carodan, Magbago, Baluyos, Capio, & Castro, 2025). All of this leads to the university's ability to produce quality graduates through the output of Tridharma products. The quality of graduates who have this competitiveness will increase the level of satisfaction and loyalty of graduates, and the service area will be wider. The high profitability of a university leads to increased welfare of the academic community.

The Ministry of Education, Culture, Research, and Technology determines the quality excellence of a university's competitiveness based on the quality of management, student activities, and lecturers' research and publications. In addition to quantitative measurements, university competitiveness can be seen from the aspect of university growth through the stability of single tuition fees, increasing quality of graduates, increasingly modern infrastructure quality, and increasing community participation at the age of higher education. The higher the quality and competitiveness of the university, the greater the public and government trust in the university.

Currently, the competitive conditions for getting new students at the undergraduate level of higher education in Indonesia are heading towards not only the "blue ocean" era but also an era of very fierce, very hard competition with the term in marketing science entering the 'red ocean' era (Clemons & Jance, 2024). The quality of learning in all university lines is currently the focus of public attention. The activity of designing a competitive position map of university learning quality is a best-branding effort, so that universities have a unique brand in the minds of consumers (Luk & Layton, 2007). The

analysis of the mapping of the position of university competitive quality excellence is one of the efforts so that universities can win the competition and be able to identify their respective excellences compared to other universities. The model for testing the competitive quality position of institutions, brands according to (Cronin & Taylor, 2010) can be implemented through three stages, namely discriminant analysis, factor analysis and Multidimensional Scalling (MDS) tests.

The community and government currently greatly expect an increase in graduates of Javanese Language and Literature Education/ *Pendidikan Bahasa dan Sastra Daerah* (PBSD) study programs through increasing the quality of graduates who have skills and scientific suitability with the realm of practice in the world of work. This suitability is supported by the performance contingency theory introduced by (Li, 2000). This theory is the basis for the concept of competence. This theory explains the emergence of intersections between organizational and individual factors. In the future, job demands will emerge where there is a best fit between maximum performance, stimulation, and commitment, which can be identified through optimal individual work performance (Li, 2000).

Individual capabilities are explained byAzmi and Nurfuadi (2026) including personal vision and philosophical values, knowledge, life stage and career competencies, interests and styles. Aspects of the organizational environment are predicted to have an important impact on future job competency. Individuals play a key role in culture and climate, structure and systems, industry maturity, and strategic position. All of them contain aspects of the organizational environment, economy, politics, social environment, and religion. In this research, the contingency theory of action and performance can be seen from the individual aspect and the demands of the first job owned by graduates of the Javanese language and literature education study program at five universities in Central Java Province.

This study tests the ability of the Multidimensional Scaling (MDS) model to provide measurement information related to the competitiveness of the Javanese Language and Literature Education (PBSD) study program services at five universities in Central Java. Currently, Central Java is the center of excellence in Javanese language and literature, especially in Surakarta City and the Soloraya region. The purpose of learning Javanese is one of the efforts so that students can communicate in polite Javanese and have noble character according to Javanese culture. Learning regional languages is a form of cultural conservation. Research on this study program's competitiveness measurement has the novelty of modifying the model through a multidimensional scaling test through observation objects of a number of state and private universities that provide the best services in Javanese language and literature education in Central Java Province. Based on the background above, the proposed research problem formulation is drawn up *"What dominant service quality dimensions shape student perceptions, and how do these variables define the spatial positioning map of PBSD study programs in Central Java ?"*

The objective of measuring learning performance at five universities that organize PBSD study programs in Central Java Province has never been studied, thus creating an *empirical and contextual gap:* prior positioning studies have focused predominantly on macro-institutional or faculty-level evaluations across high-demand commercial disciplines (Hasanah, 2022). Little empirical research has addressed niche, heritage-bound humanities programs that face market erosion while bearing cultural preservation mandates. The competitive landscape of PBSD programs in Central Java public and private universities remains unexplored. *Theoretical and Methodological Gap*: Higher education marketing studies often rely on unlinear satisfaction surveys, which fail to capture comparative trade-offs. There is a lack of integrative research combining performance contingency theory with multidimensional scaling to evaluate how student perceptions of service quality and graduate competency map into competitive space. This research can provide benefits in developing a marketing strategy model related to the uniqueness of the study program for the new student admissions team at the five universities. The results of the research activities can be used to determine the competitive position of the service quality of each Javanese language and literature education study program through a strategic management science approach and educational science.

The results of this research can benefit university education personnel practitioners because they can see the position of competitive excellence in the quality of service of five Javanese language and literature education study programs. This position of competitive excellence can be used as a marketing strategy, planning, and development for the sustainability of study programs in the five universities concerned. Various benefits can be achieved from this research activity, including as input for the university's New Student Admissions Team in designing a quality higher education service system according to the goals of achieving the university's vision. Various studies on positioning observations in the realm of contemporary research still find complementary results both as a thesis and antithesis so that it can become a new synthesis that can become a gap in phenomena, research gaps, or as a gap in theory. The object of observation of competitive quality excellence research was carried out in five study programs that offer Javanese language and literature education learning services at several universities in Central Java.

In an effort to provide better services in the future, or to optimally maintain quality towards the era of excellent Javanese language and literature education study programs with global competitiveness, universities need to implement a management control system that is able to map the position of competitive quality excellence of Javanese language and literature education study programs in each university. Competencies required of graduates of the Javanese language and literature education study program in the era of global industry 5.0 include analytical and innovative thinking skills, critical thinking skills, creativity skills, originality and initiative, emotional intelligence skills, ability to solve difficult problems, problem-solving logic skills, reasoning, analytical system and evaluation skills, leadership and ability to influence the socio-cultural environment, and technological adaptation skills.

This research activity involves various academic community expertise to ensure the objectivity of the output. The research results include: identification of the competitive position map of the quality of Javanese language and literature education study programs in five universities on the service competition position map in the Central Java region, and identification of the mechanism for compiling marketing strategies for student preferences based on the competitive excellence position of each Javanese language and literature education study program based on learning service quality activities.

2. Literature Review

2.1 Multidimensional Scalling (MDS)

The Multidimensional Scalling (MDS) model is related to the creation of a map that aims to determine the position of the observed object compared to other observed objects based on the similarity or dissimilarity of the characteristics of the object (Stamatis, 2006). Multidimensional Scaling (MDS) is known in the field of contemporary management science research as a multilevel scale position. This position map spatially and visually describes public perception and consumer preferences. The relationship between objects can be perceived as psychological relationships between stimuli. This relationship is represented by geometric calculations using various multidimensional space points. The geometric representation of the model can be depicted using a spatial map. The axes of the spatial map emerge from domain-based assumptions in psychology and social sciences. This basic dimension can be used by various researchers to form a map of perceptions and preferences for an object stimulus. MDS is popularly used in marketing research and educational management to identify the competitiveness of an institution (Stamatis, 2006).

The concept of multidimensional scaling assumes that a set of stimuli, such as brands, products, and university services, can be presented in a set of points in a multidimensional space. This concept aims to change consumer assessments of similarities or preferences, such as preferences for brands, institutions, study programs, universities, or certain products, into a graphical representation with layout and distance into a multidimensional space.

2.2 Perceptual Mapping

Perception is a process in which individuals select, organize, and interpret stimuli to provide meaning in an overall picture (Stamatis, 2006). If two individuals receive the same stimuli, then the way the individual recognizes, selects, organizes, and interprets the stimuli is highly dependent on the needs, expectations, and values of each individual. Perception can be interpreted as a diverse psychological process. This activity involves various aspects. The psychological process of an individual begins with the activity of selecting, organizing, and being able to interpret so that the individual can interpret the meaning of the object (Hasanah et al., 2022).

The perception process begins with stimuli absorbed by an individual's five senses. This phenomenon is known as a sensation. The beginning of where stimuli arise varies widely, and various studies have examined all stimuli originating from outside and inside the individual. If stimuli come from external factors, they can influence consumer choices. The various choices come from striking contrasts, intensity, novelty, size of objects, and repetition or movement.

This research aims to identify the perception map of accounting study programs among universities in the Soloraya area and to determine the position of competitors using the marketing mix variables of university service quality. In the purchasing process, one important factor that influences consumers is the marketing mix, besides that there are also other factors, such as university image. University image is a combination of various dimensions of service quality that can be felt by students from a university and can influence perceptions in student decision-making to admit to the university. These variables can identify perception mapping and determine the position of competitors through a multidimensional scaling test model. The MDS map can determine the similarities and dissimilarities between the attributes of each university's PBSD study program service quality.

2.3 Research Road Map

From the study of previous research track records on research on the positioning of tourist villages in Purworejo Regency by Nugroho (2022) researchers will currently try to formulate a competitive position mapping model for Javanese Language and Literature Education (PBSD) study programs at five universities in the Central Java Province using the Multidimensional Scalling test on ten dimensions including Hennig-Thurau, Langer, and Hansen (2001) trust, quality education, emotional commitment, cognitive commitment, goal commitment, social integration, academic integration, commitment to university activities, family commitment and job commitment with question attributes modified according to field needs. The ultimate goal of the activity is to grow the competitiveness of Javanese Language and Literature Education (PBSD) study programs at universities in welcoming the new era of high red ocean competition in the future and being able to face the era of major disruption and uncertainty.

3. Research Methodology

3.1 Population, Sample, and Data Collection

The population comprises all objects that can be studied and have certain characteristics that can be identified through research activities. These characteristics can be studied, and conclusions can be drawn (Hair, 2019). The population in this study comprised all students of the Javanese Language and Literature Education (PBSD) study program at five universities in Central Java. The sample was a part of the population. Researchers are given the right to take samples, even though the conclusions of the research results will be generalized in a study with agreed rules. Samples can be taken with characteristics that can represent all population characteristics. In research activities, if the sample cannot represent the characteristics of the population, the conclusions of a study will be biased (Hair, 2019). Considering the number of respondents, because the population size cannot be known with certainty due to time, cost, and method limitations, the Bernoulli Method can be chosen as a reference for determining the number of samples. The sampling technique used in this research was non-probability sampling through purposive sampling. In this study, with an error rate (α) of 5% and a truth rate of 95%, the Z value = 1.96 and e value = 10% were obtained. The probability of the population being taken is not a sample of 0.5. From further calculations, the minimum sample size of the research activity was 300 student respondents from five universities. The consideration of

selecting a sample of 300 respondents, a sample size greater than 30 and less than 500, is sufficient for most studies (Sekaran & Bougie, 2016). The criteria for the purposive sampling technique were that the respondents were students at five universities studying in the PBSD study program and were in semester 3 and above, with the consideration of having experienced the quality of learning services for at least one year of study so that they were eligible to provide assessment responses.

The data collected successfully in the research were further analyzed through two stages, namely the description of primary data. Primary data are obtained from interviews or by filling out questionnaires. Hair (2019) explained that primary data is data from original sources or first sources obtained generally from respondents. These data are found in the form of compilations or files. The primary data for this research activity were collected by distributing questionnaires to students of the Javanese Language and Literature Education (PBSD) study program at five universities in Central Java Province area by purposive sampling of 300 students using two inclusion criteria: active enrollment in a PBSD program at one of the five target universities and completion of at least three academic semesters, ensuring respondents possessed adequate direct experiences with institutional services. The second stage was secondary data analysis, which is a source-based analysis originating from journal references, the Internet, books, or other relevant library sources.

3.2 Data Analysis Techniques

3.2.1 Multidimensional Scalling (MDS)

In the initial stage, the questionnaire was distributed, and the questionnaire data were tested for validity and reliability. The data are valid if they have a Cronbach's alpha of at least 0.6, but if the resulting Cronbach's alpha is in the range of 0.4 to 0.6, this questionnaire can still be used (Borg, Groenen, & Patrick, 2018). After the attribute items were submitted as valid and reliable, the data were processed using the multidimensional scaling procedure.

The MDS processing stage consists of five stages: the Borg et al. (2018) problem formulation test with data input assumptions, the MDS procedure test, with the assumption of the number of dimensions, the interpretation configuration test, and the validity and reliability test. In this study, validity was assessed using the Average Variance Extracted (AVE) based on CFA (Hair, 2019). The pre-survey results of the questionnaire items obtained valid questionnaire items with a validity test of Cronbach's alpha of 0.68. After the proposed attribute items are validated, the data can be processed in the next stage using the multidimensional scaling procedure.

In the first stage, a problem formulation test was conducted to obtain the results of the MDS processing objectives. The second stage is a test of how to obtain data and immediately input them into the model. This activity is carried out in three ways, including indirect perception testing, direct perception testing, and the final stage through preference testing. Indirect perception is a student's perception of an object based on criteria that have been formed from the beginning in the respondents' minds. Direct perception can be interpreted as the student's perception of the university they are familiar with based on advanced criteria from the initial criteria held by the respondents. The preference map can be interpreted as a student's assessment of the Javanese Language and Literature Education (PBSD) study program at five universities based on the branding that has been formed in their minds, both favorite and non-favorite branding (Bijmolt, Wedel, & DeSarbo, 2022).

After various stages of activities were carried out, the calculation of perception analysis was processed using SPSS version 21. This activity can explain the average value of student perception. Instrument were items adapted from (Hennig-Thurau, Langer, & Hansen, 2001). The attributes in the questionnaire that were included in the assessment included trust, quality education, emotional commitment, cognitive commitment, goal commitment, social integration, academic integration, commitment to university activities, family commitment, and job commitment, which were validated beyond internal reliability (Hennig-Thurau et al., 2001). This attribute can form the position of a Javanese Language and Literature Education (PBSD) study program at a university that will be different from several other universities based on the horizontal or vertical axis. Both axes can be assumed to be the quality of service excellence of the Javanese Language and Literature Education

(PBSD) study program from the qualitative and quantitative aspects. The output of this activity, implicitly or explicitly, is expected to be able to answer the objectives proposed in the research activity, namely to find out the perception map of the quality of service excellence of the Javanese Language and Literature Education (PBSD) study program at Unwidha Klaten based on community preferences compared to four competing universities, including UNS, Unnes, Univet and UMP

4. Results and Discussions

4.1 Pre-Survey and Questionnaire Reliability Test

Respondent characteristics were used as narratives to form a profile of the research object.

4.1.1 Respondent's age

The distribution of student respondents was between the ages of 22 and 25 years (70%) and 18 -21 years (30%), as shown in Table 1. This means that most respondents were students in the 4th semester period and above, meaning they already had experience and various information related to the quality of learning and competitiveness of Javanese Language and Literature Education *(*PBSD) study programs at five universities.

Table 1. Respondent age

Age	Total	Percentage (%)
18 – 21	90	30
22 – 25	210	70
Total	300	100

4.1.2 Monthly Pocket Money

The distribution of pocket money per month of respondents is described in Table 2.

Table 2. Income/pocket money

Income	Total	Percentage (%)
< IDR 800,000	30	10
IDR 800.000- 3,000,000	240	80
>IDR 3,000,000	30	10
Total	300	

The distribution of respondents based on monthly pocket money found that most respondents had middle-to upper-income. Monthly pocket money was less than 800,000 per month (10%), 800,000 to 3 million per month (80%), and above 3 million per month (10%), as shown in Table 2. This can be interpreted as even though students in the Central Java Province area have sufficient purchasing power to pay for college, it is proven that they receive monthly pocket money from their parents or have worked at a standard that meets or exceeds the Regency Minimum Wage for the Central Java Province area.

4.1.3 The Validity Test

The validity test was used as a measurement tool to test the reliability of the questionnaire in measuring what it should measure. The validity measurement in this study shows the amount of variance of the indicators extracted by the latent variables/constructs that have been developed. The variance extracted value, according to the expert panel's agreement, is acceptable if it is above 0.50. In this study, 60 respondents' answers to pre-survey activities were initially tested, with the results outlined in Table 3 as follows:

Table 3. Validity test

Indicators	R count	R required	Status
Trust			
P_1	0.657	0.500	Valid

Indicators	R count	R required	Status
P_2	0.730	0.500	Valid
P_3	0.684	0.500	Valid
P_4	0.616	0.500	Valid
Quality of education			
P_1	0.576	0.500	Valid
P_2	0.638	0.500	Valid
P_3	0.543	0.500	Valid
P_4	0.648	0.500	Valid
P_5	0.630	0.500	Valid
P_6	0.637	0.500	Valid
P_7	0.612	0.500	Valid
Emotional commitment			
P_1	0.644	0.500	Valid
P_2	0.567	0.500	Valid
P_3	0.551	0.500	Valid
P_4	0.735	0.500	Valid
Cognitive commitment			
P_1	0.625	0.500	Valid
Goal commitment			
P_1	0.680	0.500	Valid
Social integration			
P_1	0.570	0.500	Valid
P_2	0.679	0.500	Valid
P_3	0.544	0.500	Valid
Academic integration			
P_1	0.680	0.500	Valid
P_2	0.739	0.500	Valid
P_3	0.624	0.500	Valid
Commitment to university activities			
P_1	0.880	0.500	Valid
Family commitment			
P_1	0.570	0.500	Valid
Job commitment			
P_1	0.780	0.500	Valid

The results of the validity test on the indicators in Table 3 show that all items are valid. This primary data test proves that the questionnaire items can measure what should be measured based on the learning quality excellence instrument items so that the research model can be generalized.

4.1.4 Realibility Test

Reliability testing aims to determine the extent to which a measuring instrument can be relied upon or trusted. It can also be interpreted as the extent to which a measuring instrument can provide relatively the same results if repeated measurements are made on different objects. In this study, the reliability test used the reliability construct value. The minimum reliability value of the indicators forming latent variables that can be accepted by the panel was 0.70.

The research results obtained from the reliability test results in Table 4.

Table 4. List of Reliability Test Tables

Indicators	R count	R required	Status
Trust	0.785	0.700	Reliable
Quality education	0.889	0.700	Reliable
Emotional commitment	0.781	0.700	Reliable
Cognitive commitment	0.775	0.700	Reliable
Goal commitment	0.772	0.700	Reliable
Social integration	0.765	0.700	Reliable
Academic integration	0.792	0.700	Reliable
Commitment to university activities	0.777	0.700	Reliable
Family commitment	0.780	0.700	Reliable
Job commitment	0.785	0.700	Reliable

As shown in Table 4, the research reliability test shows that the construct reliability value for each latent variable is above 0.7. The findings of this test concluded that each latent variable's measuring instrument was reliable. Based on the explanation of the activity test, all the questionnaire items were stated to be reliable. This primary test proved that the questionnaire could be tested repeatedly at different times while still having the same or consistent results.

4.2 Multidimensional Scalling Test Results

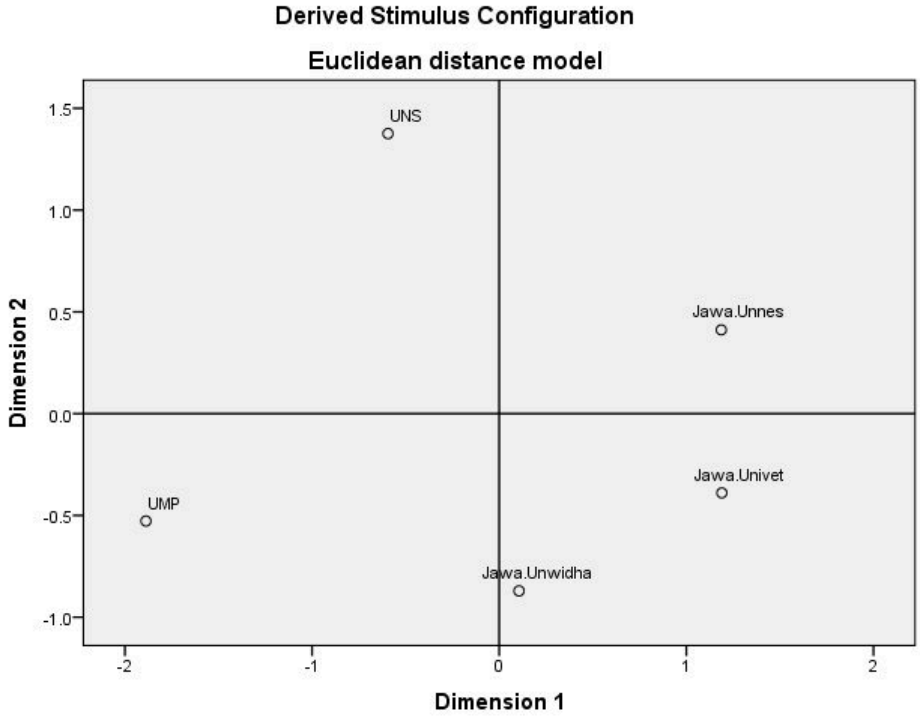


Figure 1. Map of the position of the five PBSD study programs in Central Java Province

Research activities at the next stage were in the form of multivariate Multidimensional Scaling (MDS) multivariate tests using the SPSS 21 software program (Hair et al., 2019). The positioning test output is shown in Figure 1.

Based on the description of the validity and reliability test of the questionnaire items explained in the previous chapter, it is stated that the items have been tested in detail, are valid and reliable, in the next stage it is explained in Figure 1, the spatial map of the position of the UNS PGSD and UMS PGSD Study Programs is in two quadrants, namely, quadrants I and IV. Quadrants I and IV show the position of the excellence of higher education service quality of the Javanese Language and Literature

Education (PBSD) study program, which is relatively the best in qualitative and quantitative aspects. PBSD UNS and PBSD Unnes have a reputation for excellence in the quality of the best study programs and have a reputation as state universities, have BAN A accreditation (excellent) and have been operating for a longer time (under the name of IKIP (Teacher Training and Education Institute)) in the Central Java Province. The status of these two state universities causes the Government's funding commitment through the Ministry of Education and Technology to be very high and unlimited, in addition to funding from UKT (Single Tuition) for students. The status of the other three private universities is that they are private universities with funding only from the Foundation/students. The excellence of the state status owned by UNS and Unnes causes the response of students in Central Java Province to place the PBSD UNS and PBSD Unnes study programs in quadrants I and IV or the relatively most excellent quadrants.

Quadrants II and III are occupied by PBSD Univet, PBSD Unwidha and PBSD UMP. This quadrant is owned by universities that have excellence in several aspects/dimensions with their own characteristics of similarity. PBSD Unwidha, PBSD Univet and PBSD UMP have study programs with an average accreditation rating of Very Good (B). The location of Unwidha is in Klaten Regency, Univet in Sukoharjo Regency, and UMP is in Purworejo Regency, so the community has its own perception of the unique characteristics of the geographical and demographic aspects of the three universities located outside the urban area. Quadrants II and III for respondents have the category of a "growing" community economic cluster university in the center of the creative economy in the growth circle of the Surakarta-Yogyakarta area cluster. This could be expanded by explaining whether student perceptions correlate with actual program and performance indicators or not. Universities in quadrants II and III can be categorized as “challenger” positions. These universities strive to provide excellent higher education services to catch up with universities in the Excellent category, such as UNS and Unnes. The three universities must work hard to improve the quality of learning so that they can catch up with the positions of UNS and Unnes in quadrants I and IV, namely, performance excellence in qualitative and quantitative aspects. PBSD Unwidha Klaten, Univet Sukoharjo, UMP Purworejo are in quadrants II and III, all three have B accreditation so that their positions look different from the quadrants of the other two state universities that have A (Excellent) accreditation.

4.3 Discussion

Multidimensional Scaling is a model test using a dimensional map according to student perceptions regarding the quality of learning in five PBSD Study Programs so that the coordinate points of excellence in learning quality can be found from both qualitative and quantitative aspects. PBSD of Unwidha, Univet, and UMP has an advantage in cost leadership, on specific indicators of cheap UKT fees. Currently, a perception has begun to emerge in the community that studying at a State University has superior quality but with the burden of tuition fees charged to students being more expensive than private universities

Higher education plays a major role in shaping individual character to shape the nation's competitiveness (Rezaei, et al., 2017); (Singh, 2018). Higher education institutions that can offer excellent Javanese Language and Literature Education (PBSD) study programs in the future must play a role in providing quality education services. The more dynamic and competitive higher education services are in the future, the higher the demands of society for institutions to provide quality services in the field of learning Javanese Language and Literature Education (PBSD). Society increasingly demands that universities play an important role in preparing professional Javanese Language and Literature Education (PBSD) science personnel who are applicable and able to meet the demands of expertise in the job market (Cheung et al., 2011); (Dehghan et al., 2014).

The quality of higher education services offering Javanese Language and Literature Education (PBSD) study programs must be assessed regularly and comprehensively so that universities can maintain or improve the quality of their excellent services (Teeroovengadum et al., 2016). The placement of each Javanese Language and Literature Education (PBSD) study program in this research activity is based on the performance of each university that has received a public assessment. Javanese Language and Literature Education (PBSD) study programs that have a less favorable

position regarding the quality of competitiveness in qualitative and quantitative aspects must be able to improve their performance to shift their position to a better quadrant; in other words, they must be able to utilize all available resources to pursue competitive excellence (Diez-Busto et al., 2023).

The findings of each position of competitive excellence of Javanese Language and Literature Education (PBSD) study programs in five universities in this positioning map are in line with research findings through various observation objects in the retail business (Amanah et al., 2023). Observation objects similar to the theme of this research, especially in higher education services, were carried out by (Hasanah et al., 2022). The ability of the positioning model based on the mathematical concept of multidimensional scaling to predict various observation objects makes the findings of this research model novel. This activity is part of strategic marketing science and educational research (Azmi & Nurfuadi, 2026; Hamdedi et al., 2024; Resna & Haninun, 2026; Yalan & Marcial, 2025). This research has been conducted according to proper academic principles in accordance with the principles of scientific research by (Sekaran & Bougie, 2016) as 'the hallmarks of scientific research,' including purposiveness, rigor, testability, replicability, precision and confidence, objectivity, generalizability and parsimony.

The research result map related to the MDS-based position is dynamic. The map of each university's Javanese Language and Literature Education (PBSD) study program's competitiveness can shift according to changes in consumer tastes. The aggressiveness of each university in pursuing learning quality affects its position. The increasing demands of consumers require university managers to be able to offer superior Javanese Language and Literature Education (PBSD) learning services and must not have a slow mindset (Sudarya, 2007). The demands of the disruptive era related to the business model of higher education in Javanese Language and Literature Education (PBSD) in the future require increasingly aggressive mindsets of managers to improve the quality of institutional competitiveness in a revolutionary manner. Learning higher education in Javanese Language and Literature Education (PBSD) is a variable that is beyond the control of university managers. The findings of this research can be interpreted as students at five universities having strong self-confidence in their beliefs regarding the performance of each university. In the future, their demands to be served in an excellent manner are a variable beyond the control of study program managers to increasingly offer superior Javanese Language and Literature Education (PBSD) learning. The implications of this research are theoretical: extension of performance contingency theory, reconciling cultural conservation with strategic management and program-level spatial methodology, and practical-managerial implications: strategic repositioning for private universities, innovation mandates for public universities, curriculum modernization framework, and data-driven admission.

5. Conclusions

5.1 Conclusion

The excellence of higher education service quality performance is related to the qualitative and quantitative aspects of five universities, and values were obtained to determine the position of each excellence of higher education service quality. Each university has a distribution of the highest and lowest position values related to the service quality dimension. PBSD UNS and PBSD Unnes study programs have the highest position of education service quality performance. While Unwidha, UMP, and Univet PBSD study programs have a growing and challenging category position to catch up on the quality of education service aspects from both physical and non-physical aspects. Unwidha, Univet, and UMP must maintain a cost leadership strategy with a cheap UKT burden for students accompanied by quality improvement. At this time, the economy in Indonesia is experiencing a decline in economic growth, so parents will consider cheap UKT costs as the main factor for their children to study at higher education.

There are weak points in each university in the minds of students' perceptions that can be used as input for follow-up improvements in the position of service competitiveness towards the excellent Javanese Language and Literature Education (PBSD) study program at each university. The third policy-level strategy of universities can be carried out through curriculum-based interventions, Consumer-Based Brand Equity (CBBE), namely creating a curriculum that provides differentiation

and uniqueness for alumni so that they are able to create a brand for graduates to get jobs quickly after graduating from college (He et al., 2024).

5.2 Research Limitations

This study is subject to certain limitations, as it only explored PBSD in Central Java over a period of three months. Consequently, the resulting model cannot be generalized to a broader context.

5.3 Suggestions and Directions for Future Research

Each university must be able to address its weaknesses to improve its service quality and competitiveness. Strengthening the capacity of higher education service quality, especially the Javanese Language and Literature Education (PBSD) study program, qualitatively and quantitatively, must continue to improve the quality of higher education services for the community in Central Java Province. It is necessary to observe and implement constructive suggestions, as complaints still arise from student responses regarding the quality of service of each university. Universities with a lesser position are required to catch up on the quality of learning to be able to shift to a more superior position on the MDS map. Continuous research is needed in the future regarding the test of the quality model of higher education learning in the PBSD Program through mixed-research and by adding mediating and moderating variables.

This study demonstrates the utility of multidimensional scaling in mapping the competitive positioning of PBSD programs across Central Java. The findings highlight a clear spatial divergence between institutions leveraging brand prestige and private institutions relying on cost accessibility. To achieve long-term institutional sustainability in a hyper-competitive'red ocean' market, academic leaders must align traditional cultural conservation mandates with contemporary industry 5.0 workforce competencies.

Acknowledgement

The authors would like to express their sincere gratitude to all respondents and participating universities for their valuable contributions to this study. Appreciation is also extended to the academic staff and relevant institutions that provided support during the data collection and research process. The authors further acknowledge all parties who contributed, directly or indirectly, to the completion of this research and the preparation of this manuscript.

Author Contributions

AM contributed to the conceptualization, validation, formal analysis, and preparation of the original draft. NH contributed to the methodology, formal analysis, provision of resources, review and editing of the manuscript, and funding acquisition. AJSN was responsible for the investigation and supervision. IPA contributed to data curation and project administration. PH was responsible for software and visualization. AM and NH also jointly contributed to the methodology, formal analysis, and funding acquisition. All authors have read and agreed to the published version of the manuscript.

References

Amanah, D., Harahap, D. A. and Agustini, F. (2023). The mapping of tourist attractions in Indonesia based on visitors perception. *Migration Letters*, *20*(51), 357–372.

Aras, I., A, I. A., Barusman, A. R. P., & Defrizal, D. (2025). Improving higher education performance through strategic collaboration and intellectual capital: A path to competitive advantage. *EKOMBIS REVIEW: Jurnal Ilmiah Ekonomi Dan Bisnis*, *13*(3), 2073-2084. https://doi.org/10.37676/ekombis.v13i3.8142

Azmi, F. T., & Nurfuadi, N. (2026). Business education management in patron-client relations: Business ethics among middlemen at Kuta Market, Pemalang. *Studi Ilmu Manajemen Dan Organisasi*, *7*(1), 163-177. https://doi.org/10.35912/simo.v7i1.4953

Bijmolt, T. H. A., Wedel, M. and DeSarbo, W. S. (2022). Adaptive multidimensional scalling: Brand positioning based on decision sets and dissimilarity judgments. *Customer Needs and Solution*, *8*(7). https://doi.org/10.1007/s40547-020-00112-7

Borg, I., Groenen, P. J. and Patrick, M. (2018). *Applied multidimensional scalling and unfolding* (2nd ed.). Springer.

Carodan, J. L. C., Magbago, R. P., Baluyos, G. R., Capio, N. N., & Castro, M. F. (2025). The mediating role of institution's perceived service quality on the relationship between service delivery and student satisfaction. *International Journal of Science and Research Archive*, *17*(1), 659-667. https://doi.org/10.30574/ijsra.2025.17.1.2814

Cheung, A. C. K. et al. (2011). Strategies and policies for Hongkong highers education in asia market: Lessons from the UK Australia and Singapore. *International Journal of Education Management*, *25*(2), 144–163. https://doi.org/10.1108/09513541111107579

Clemons, R., & Jance, M. (2024). Defining quality in higher education and identifying opportunities for improvement. *Sage Open*, *14*(3), 21582440241271155. https://doi.org/10.1177/21582440241271155

Cronin, J. J. and Taylor, S. A. (2010). Measuring service quality: A reexamination and extension. *Journal of Marketing*, *56*, 55–68. https://doi.org/10.2307/1252296

Dehghan, A. et al. (2014). The antecedents of student loyalty in online programs. *International Journal of Educational Management*, *28*(1), 15–35.

Diez-Busto, E. et al. (2023). Developing accounting students' profesional competencies and satisfaction through learning experiences: Validation of a self-administered quetionnaire. *The International Journal of Management Education*, *21*(3), 1–12. https://doi.org/10.1016/j.ijme.2023.100859

Elistia, E., Purwana, D., Effendi, M., Arief, M., & Wibowo, S. (2025). Determining factors sustainable competitive advantage in private higher education. *TEM Journal*, *14*(1), 562–573. https://doi.org/10.18421/TEM141-50

Hair, J. F. et al. (2019). When to use and how to report the result of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hamdedi, H., Sari, Y., & Kenamon, M. (2024). Influence of knowledge management and innovation on organizational performance enhancement. *Studi Ilmu Manajemen Dan Organisasi*, *6*(2), 349–362. https://doi.org/10.35912/simo.v6i2.4069

Hasanah, N. et al. (2022). Analysis of islamic higher education quality mapping based on student service satisfaction using multidimensional scalling method. *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, *20*(1). https://doi.org/10.21154/cendekia.v1i1.3839

He, Y., Su, L., Zhou,H. (2024). Research on brand enhancement for private universities based on the consumer-based brand equity model: A case study of a private University in Sichuan. Paper presented at Proceeding of the 4th International on New Media Development and Modernized Education, NMDME 2024.

Hennig-Thurau, T., Langer, M. F. and Hansen, U. (2001). Modeling and managing student loyalty :An approach based on the concept of relationship quality. *Journal of Services Research*, *3*(4), 331–344. https://doi.org/10.1177/109467050134006

Kaur, N., & Saluja, R. (2025). Assessing service quality in higher education institutions through the servqual model: An analysis of students' expectations and perceptions. *Asian Journal of Management and Commerce*, *6*(2), 1533-1538. https://doi.org/10.22271/27084515.2025.v6.i2q.878

Li, L. (2000). An analysis of sources of competitiveness and perfomance of chinese manufacturers. *International Journal of Operation and Production Management*, *20*(3), 299–315. https://doi.org/10.1108/01443570010294307

Luk, S. T. and Layton, R. (2007). Perception gaps in customer expectations : Managers versus service providers and customers. *The Service Industries Journal*, *22*(2), 109–128. https://doi.org/10.1080/714005073

Luthfiana, Y., Sujarwoto, S., & Said, M. (2025). Evaluating public university service quality and its influence on student satisfaction and loyalty: The disjoint two-stage approach. *Jurnal Manajemen Pelayanan Publik*, *9*(2), 392-410. https://doi.org/10.24198/jmpp.v9i2.61990

Nugroho, A. J. S. et al. (2022). Mapping the position of the tourism villages in Purworejo Regency based on local potential unique. *Journal of Business on Hospitality and Tourism*, *8*(1), 187–196. https://doi.org/10.22334/jbhost.v8i1.343

Resna, E., & Haninun, H. (2026). The effect of training and education programs to develop hospthe effect of training and education programs on developing hospital employees' competency at the inpatient uniital employees' competency. *Studi Ilmu Manajemen Dan Organisasi*, *7*(1), 287-300. https://doi.org/10.35912/simo.v7i1.6145

Rezaei, S. et al. (2017). Evaluating service quality in the higher education sector in Iran: An examination of students perspective. *International Journal of Human Rights in Healthcare*, *10*(2), 146–155. https://doi.org/10.1108/IJHRH-12-2016-0024

Sekaran, U. and Bougie, R. (2016). *Research methods for business: A skill building approach*. New Jersey: John Willey and Sons.

Singh, P. (2018). Performativity, affectivity and pedagogic identities. *European Educational Research Journal*, *17*(4), 489–506. https://doi.org/10.1177/1474904117726181

Skýpalová, R., Chládková, H., Nwachukwu, C., & Hieu, V. (2024). Service quality as the source of competitive advantage in higher education: The difference between students´ expectations and perceptions. *Tuning Journal for Higher Education*, *11*, 91–116. https://doi.org/10.18543/tjhe.2662

Stamatis, D. H. (2006). *Total quality service: Principles, practices and implementation*. Florida: Lucies Press.

Teeroovengadum, V., Kamalanabhan, T. J. and Seebaluck, A. K. (2016). Measuring service quality in higher education: Development of a hierachical model. *Quality Assurance in Education*, *24*(20), 244–258. https://doi.org/10.1108/QAE-06-2014-0028

Yalan, H., Marcial, D.E. (2025). Evaluating the quality of hybrid learning in higher education: Stakeholder perspectives from a Chinese University. *Frontiers in Education*. https://doi.org/10.3389/feduc.2025.1615020