TIN: Terapan Informatika Nusantara
Vol 4, No 12, May 2024, page 769-777
ISSN 2722-7987 (Media Online)
Website https://ejurnal.seminar-id.com/index.php/tin
DOI 10.47065/tin.v4i12.5096

Enhancing Satisfaction: A Quantitative Investigation Trought User Experience in Website Quality for Low Vision Disabled Students

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Abstract-The background to this research problem stems from the need to understand the impact of service quality, user experience, and user satisfaction in website design for students with low vision disabilities who are taking part in the final assignment guidance process at Brawijaya University. Students with low vision disabilities often experience obstacles in the accessibility and use of information technology. Considering the important role of websites in academic contexts, a proper design must meet their needs. Therefore, this study investigates the relationship between service quality, user experience, and user satisfaction in website design for low vision disabled students during final assignment guidance at Brawijaya University. It aims to determine if enhancing service quality positively affects user experience and satisfaction, while also examining the mediating role of user experience. Data is gathered from 31 respondents, including low vision disabled students and relevant academics from the Disability Service Center, through questionnaires. Participants rate service quality, user experience, and satisfaction using predefined scales, and statistical analyses, including path analysis, are conducted to assess the relationships. Next, a regression test was carried out as the main statistical procedure to analyze the relationship between the variables involved in this research. The results of the regression analysis show that service quality has a positive and significant effect on user experience (β = 0.435, Sig = 0.000) and user satisfaction (β = 0.493, Sig = 0.003). User experience also has a positive and significant impact on user satisfaction (β = 0.397, Sig = 0.001). These findings indicate that improving service quality and user experience has the potential to increase user satisfaction. This research provides valuable insights into service quality, user experience, and satisfaction dynamics in website design for low vision disabled students, emphasizing the importance of prioritizing user experience to boost satisfaction, particularly within disability populations. Practical implications include improving website accessibility and academic support for low vision disabled students, with recommendations for staff training and student involvement in website development. Limitations include sample size constraints and potential lack of generalizability, suggesting the need for future research incorporating qualitative methodologies.

Keywords: Service Quality; User Experience; User Satisfaction; Website

1. INTRODUCTION

Disability Service Centers today operate in an increasingly competitive environment, where competition between disability service providers continues to increase. Disability services policies, along with population growth and increased awareness of disability education, have driven a higher demand for disability education services from the general public. In this context, the role of disability education services becomes very important because it can directly influence public satisfaction and trust in the Disability Service Center. Efforts to provide quality services and create a sense of security for users are very important in reducing negative impressions that may arise in people's minds. Disability Service Centers today must focus on user orientation, where they strive to build a positive image in the community and improve the quality of services to ensure user satisfaction. Consistency in providing quality services superior to competitors is one of the main strategies that must be adopted by Disability Service Centers to maintain and improve their reputation in the eyes of users.

Previous research has emphasized the importance of service quality in the scope of disability education, especially in Disability Service Centers. A number of studies, including those conducted by (Srisathan et al., 2024) and (Vollenwyder et al., 2023), highlights the relationship between trust, website conversion and consumer response to environmentally friendly products. Factors such as innovative website design and compliance with web accessibility standards also play an important role in improving user experience, especially for those with and without disabilities. Additionally, research by (Suess & Mody, 2017) and (Zhu & Yang, 2024) highlights the importance of service attributes desired by disabled users, as well as improved cognitive clarity for visually impaired users. In conclusion, the quality of service at the Disability Service Center has a significant impact on improving service excellence and user experience.

Based on this background, this research aims to investigate the role of user experience as a mediator between service quality and user satisfaction at the Brawijaya University Disability Service Center (PLD UB). Service quality is identified as a key factor influencing user satisfaction, with user experience playing an important role in shaping user behavior and attitudes. In the context of PLD UB, problems related to unsatisfactory service, especially related to the lack of recording of guidance results and final assignment procedures in the form of friendly interactive videos, are a concern. This research is expected to provide a better understanding of how service quality and user experience influence user satisfaction. This research is expected to make an important contribution to the literature by providing conceptual and empirical evidence that supports the relationship between the quality of disability education services, user experience, and user satisfaction. Although the literature on this relationship is limited, it is hoped that this research will fill this knowledge gap and provide valuable insights for practitioners and researchers in the field of disability education services.

The notion of quality of service encompasses various crucial aspects in providing quality disability education

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services. It involves numerous factors such as professional standards, adherence to service standards, efficiency, safety, user satisfaction, norms, ethics, laws, and socio-cultural factors. According to (Vollenwyder et al., 2023), quality of service entails efforts to meet users' expectations, needs, and desires while delivering appropriate services. This underscores the importance of understanding and responding accurately to users' needs and expectations. On the other hand, (Tjiptono & Chandra, 2016) describe quality of service as a condition where meeting needs exceed expectations regarding products, services, human resources, processes, and environments. This emphasizes the significance of exceeding user expectations in various aspects of service provision. Indicators used to measure service quality, adopted from (Raajpoot, 2004) and (Akdere et al., 2020), includes aspects such as user-friendliness, performance, reliability, safety, and functional suitability. This reflects the diverse dimensions to be considered in evaluating the quality of education services, ranging from trust and reliability to the ability to respond quickly and empathetically to user needs.

According to (Patmawati & Andjarwati, 2023), user experience is the knowledge gained by users from interactions with elements created by service providers. (Schmitt, 2010) defines user experience as the strategic management process of users' experience using a company's products. User experience can be understood as cognitive perceptions or the acknowledgment of stimulated motivations of users participating in an event (Chen & Lin, 2015). In measuring user experience, indicators used include satisfaction, comfort, consistency, audiovisual quality, and interactivity, as proposed by (Pei et al., 2020).

Measurement software is crucial in engineering activities. This activity is key in the system development process and can be a consideration of whether improvements are needed in the developed system. The User Satisfaction Model was first introduced by (Green & Pearson, 2009). User satisfaction is the overall evaluation of user experience in using information systems and the potential impact of information systems. User satisfaction is also the pleasant or unpleasant feeling of using information systems towards the overall benefits one desires, obtained from human interaction with information systems. (Purnama, 2015) and (Green & Pearson, 2011) stated that the level of user satisfaction with a device can be measured using a satisfaction level model with four (4) variables, including navigation ease, personalization, download delay, feature availability, and content presentation.

User experience can be built through excellent or superior service (Fauzi et al., 2021). In addition to the potential role of service quality on user experience, the literature also discusses how service quality can generate desired emotional reactions (Tasci & Semrad, 2016); (Mamakou et al., 2024); (Bate & Robert, 2023). Service quality is required to create a good experience, (Ferrinadewi & Murtadho, 2022); (Fauzi et al., 2021); (Pang & Zhang, 2024), indicating that service quality can influence user experience. Therefore, the proposed hypothesis is: H1: Service quality has a positive effect on user experience.

Disability Service Centers are increasingly considering incorporating hospitality components to increase revenue and achieve user-centered positive outcomes (Ighomereho et al., 2023); (Pang & Zhang, 2024)). Therefore, the hypothesis is: H2: Service quality has a positive effect on user satisfaction.

Referring to findings from several studies, it can be concluded that user experience plays a significant role in shaping user satisfaction. Existing research indicates that hospitality services in disability education service institutions may impact overall user experience and well-being (Ahmad & Dhoon, 2024);(Kumar et al., 2024); (Khamaj & Ali, 2024). Therefore, an additional hypothesis is: H3: User experience has a positive effect on user satisfaction.

The mediating role of user experience in the relationship between service quality and user satisfaction will be tested in this research (Pang & Zhang, 2024); (Hsu, 2024); (Guo et al., 2024). Therefore, the mediation hypothesis is: H4: User experience mediates the relationship between service quality and user satisfaction.

2. RESEARCH METHODS

2.1 Identification of Research Problems

The focus of problem identification lies in research that shows a significant relationship between service quality, user experience, and user satisfaction in the context of website design for students with low vision disabilities at Brawijaya University. These findings provide a strong basis for analyzing the main problems in the research context, which can be summarized as follows: Aspects of service quality at the Disability Service Center have an impact on the user experience in using the website, especially for students with low vision disabilities. It is necessary to identify aspects of service quality that most influence user experience, such as accessibility, responsiveness and availability of relevant information. User experience acts as a link between the quality of services provided by the Disability Service Center and user satisfaction in using the website. User satisfaction is the result of the interaction between service quality and user experience. Identification needs to be done to what extent service quality and user experience influence the level of user satisfaction. Organizations, especially Disability Service Centers, need to understand these findings to improve the quality of service in their website design. Practical implementation issues include how organizations can adapt their website designs to make them more accessible to students with low vision disabilities and strengthen academic support for them. By identifying these problems, research can focus on solutions that help improve service quality and user experience, as well as user satisfaction in using their website.

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2.2 Research design

Guided by (Ghozali, 2018), this research design uses an explanatory approach to explain the relationship between service quality, user experience and user satisfaction. Through hypothesis testing, the aim of this research is to understand the causality between these variables. This approach allows the identification of factors that influence user satisfaction by providing empirical evidence about the relationships between variables. Thus, this research aims to gain a better understanding of the contribution of service quality and user experience to user satisfaction and explain the causal interactions between these variables. This is expected to produce stronger and more relevant conclusions about the factors that influence user satisfaction at Disability Service Centers.

2.3 Population and Sample

This research includes all users who are students with low vision disabilities at Brawijaya University who are taking part in the final assignment guidance process, together with related academics such as accompanying tutors and supervising lecturers at the Brawijaya University Disability Service Center. The approach used is a saturated sample, where the entire population is taken as respondents. The data collection process was carried out for three weeks by distributing questionnaires to users who met these criteria. The validity and reliability of the questionnaire have been tested to ensure measurement accuracy and consistency. This research sample is considered sufficient to carry out the required statistical analysis, and the data collection method used is a saturated sample approach.

2.4 Method of collecting data

Data collection was carried out through distributing questionnaires to respondents using a Likert scale with five categories. This scale was chosen because it is relatively easy for respondents to understand and fill out, with a high level of reliability in determining the subject's perception. The flexibility of the Likert scale allows measuring various types of variables according to research needs. The procedure for using it involves constructing questions that measure the respondent's level of agreement on a five-point scale, from "Strongly Disagree" to "Strongly Agree" (Ghozali, 2018).

2.5 Data analysis method

The research instrument uses a questionnaire that is tested for validity and reliability. This test is carried out to ensure that the measurements used have an adequate level of accuracy and consistency. After the validity and reliability of the instrument are met, the next step is to carry out classic assumption tests, such as normality tests, multicollinearity tests, and heteroscedasticity tests. The purpose of this classic assumption test is to ensure that the statistical model used provides accurate and reliable results. Next, a regression test was carried out as the main statistical procedure to analyze the relationship between the variables involved in this research. This regression test aims to understand how much influence service quality and user experience have on user satisfaction. Apart from that, a mediation test was also carried out to explain the influence of service quality on user satisfaction through the mediating variable user experience. By carrying out appropriate hypothesis testing, this research aims to obtain conclusions that can strengthen the causal relationship between the variables studied.

3. RESULTS AND DISCUSSION

3.1 Test Research Instruments

The results of the validity and reliability evaluation show that the measurement instruments used in this research are of adequate quality. The following is a summary of the results: Validity Test: All statements relating to the variables service quality (X), user experience (Y1), and user satisfaction (Y2) are considered valid because the Pearson correlation value obtained exceeds 0.361 and the significance value (Sig) is less than 0.05(Ghozali, 2018). This indicates that each statement in the instrument has a significant correlation with the concept being measured, in accordance with the established standards. Thus, it can be concluded that the instrument is valid for use in this research.

Table 1. Test Results Validity

Indicator	Pearson Correlation	Sig. (2-tailed)	Indicator	Pearson Correlation	Sig. (2-tailed)
X1_ Compatibility	0.805	0,000	Y1_ Audiovisual Quality	0.557	0,000
X1_ Performance	0.606	0,000	Y1_ Interactivity	0.711	0,000
X1_ Reliability	0.600	0,000	Y2_ Ease of Navigation	0.485	0,000
X1_ Security	0.456	0,000	Y2_ Personalization	0.445	0,000
X1_ Functional Suitability	0.790	0,000	Y2 _ Download Delay	0.460	0,000

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Indicator	Pearson Correlation	Sig. (2-tailed)	Indicator	Pearson Correlation	Sig. (2-tailed)
Y1_ Satisfaction	0.776	0,000	Y2_ Feature Availability	0.505	0,000
Y1_ Comfort	0.670	0,000	Y2_ Content Presentation	0.650	0,000
Y1 _ Consistency	0.582	0,000			

Reliability Test: All statements from each variable of service quality (X), user experience (Y1), and user satisfaction (Y2) show a Cronbach's alpha value that exceeds 0.60. This high alpha number reflects a good level of internal consistency between the statements in each variable, as seen in the table. Therefore, it can be concluded that the statements used in the instrument have good reliability and can be trusted to measure the desired concept. As a general criterion, an instrument is considered reliable if the Cronbach's alpha value is ≥ 0.60 (Malhotra et al., 2004).

Thus, the results of the validity and reliability tests confirm that the measurement instruments used in this research are of adequate quality and can be relied upon to collect the required data.

Table 2. Test Results Reliability

Indicator	Cronbach's Alpha if Item Deleted	Indicator	Cronbach's Alpha if Item Deleted
X1_ Compatibility	0.811	Y1_ Audiovisual Quality	0.830
X1_ Performance	0.836	Y1_ Interactivity	0.835
X1_ Reliability	0.838	Y2_ Ease of Navigation	0.836
X1_ Security	0.848	Y2_ Personalization	0.839
X1_ Functional Suitability	0.808	Y2 _ Download Delay	0.811
Y1_ Satisfaction	0.825	Y2_ Feature Availability	0.808
Y1_ Comfort	0.821	Y2_ Content Presentation	0.837
Y1 _ Consistency	0.832		

3.2 Test Results Classic Assumption

The results of classical assumption tests, including normality tests, multicollinearity tests, and heteroscedasticity tests, have been evaluated. From the normality test results recorded in Table 3, the Sig value is 0.066, exceeding the threshold of 0.050. This indicates that the regression model shows a normal distribution. In accordance with (Ghozali, 2018) explanation, when the Sig value is > 0.05, the residual model shows a normal distribution.

Table 3. Test Results Nurmality One-Sample Kolmogorov-Smirnov

		Unstandardized Residuals
N		31
Normal Parameters, b	Mean	.0000000
	Std. Deviation	3.27286747
Most Extreme Differences	Absolute	,066
	Positive	,054
	Negative	-.066
Statistical Tests		,066
Asymp. Sig. (2-tailed)		,200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

In the multicollinearity test, the service quality variable (X) has a tolerance value of 0.756 and a VIF value of 1.322, while user experience (Y1) shows the same tolerance value, namely 0.756, and a VIF of 1.322, as seen in Table 4. There is no sign -sign of multicollinearity, in accordance with the standards given by (Ghozali, 2018), where the tolerance value must be more than 0.100 and the VIF value must be less than 10.00.

Therefore, based on the results of the classical assumption evaluation, it can be concluded that all requirements have been met.

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Table 4. Test Results Multicollinearity

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4,882	1,430		3,413	,001		
	QUALITY OF SERVICE	,258	,083	,277	3,121	,002	,756	1,322
	USER EXPERIENCE	,495	,094	,468	5,286	,000	,756	1,322

a. Dependent Variable: USER SATISFACTION

The results of the heteroscedasticity test show that the service quality variable (X) has a Sig value of 0.563, while user experience (Y1) has a Sig value of 0.764, as shown in Table 5. In accordance with guidelines from (Ghozali, 2018), no heteroscedasticity is detected if Sig value > 0.05.

Table 5. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,717	1,795		,957	,347
	QUALITY OF SERVICE	,064	,110	.121	,585	,563
	USER EXPERIENCE	,036	,119	,063	,303	,764

a. Dependent Variable: RABS_Res

3.3 Hypothesis Test Results

Tables 7 and 8 present the results of path analysis which can be translated into structural model equations (1) and (2). Details of the relationships between variables are also shown in Table 6. From this table, it can be seen that service quality has a significant positive impact on user experience (β = 0.435, Sig = 0.000), which supports H1. This means that improving the quality of services provided by institutions can improve user experience. Furthermore, service quality also has a significant positive effect on user satisfaction (β = 0.493, Sig = 0.003), supporting H2. This means that improving services provided by institutions can positively increase user satisfaction.

From Table 7, it can be seen that user experience has a significant positive impact on user satisfaction (β = 0.397, Sig = 0.001), supporting H3. This shows that improving user experience can increase user satisfaction. Thus, the path analysis results show that improving service quality significantly contributes to user experience, and user experience also contributes significantly to user satisfaction. The role of user experience as a mediator in the relationship between service quality and user satisfaction can be seen in Table 7. Based on the criteria you mentioned from (Sarstedt et al., 2021), it can be concluded that user experience acts as a partial mediator. This is supported by the findings that the coefficient of the relationship between service quality and user experience, the coefficient between user experience and user satisfaction, and the coefficient of the relationship between service quality and user satisfaction through user experience are all positively significant. These findings support H4.

Therefore, these findings suggest that user experience plays an important role in bridging the relationship between service quality and user satisfaction. This emphasizes the importance of user experience in creating strong user satisfaction with disability services and disability service centers. Taking these findings into account, disability organizations can direct their efforts to improve service quality by considering user experience as the key to increasing user satisfaction. Based on tables 7 and 8, the regression equation can be formulated as follows:

User experience = 0.435 Service quality

User satisfaction = 0.493 Service quality + 0.397 User experience

Table 6. Regression Test Results of the Relationship between Service Quality (X1) and User Experience (Y1)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,811	1,324		5,898	,000
	QUALITY OF SERVICE	,435	,077	,494	5,621	,000

a. Dependent Variable: USER EXPERIENCE

Table 7. Regression Test Results of the Relationship between Service Quality (X), User Experience (Y1) and User Satisfaction (Y2)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,062	,728		5,580	,000
	QUALITY OF SERVICE	,493	,120	,435	4.107	,000
	USER EXPERIENCE	,397	,110	,383	3,614	,001

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a. Dependent Variable: USER SATISFACTION

Table 8. Hypothesis Test Results

Hypothesis	Variable	β	t	Sig.	Decision
H1	Service Quality→ User Experience	0.591	7,058	0,000	Significant
H2	Service Quality→ User Satisfaction	0.258	3,083	0.003	Significant
H3	User Experience→ User Satisfaction	0.271	2,634	0.010	Significant
H4	Service Quality→ User Experience → User Satisfaction	0.401	2,739	0.008	Significant

3.4 Discussion

The discussion of these findings is based on the results of path analysis which describes the relationship between variables in a research model. The following is a discussion of these findings:

3.4.1 Effect of Service Quality on User Experience

The findings show that improving service quality has a positive and significant impact on user experience, in line with the first hypothesis. This confirms that improving service quality means a better user experience, especially in the context of website design for students with low vision disabilities. These findings also strengthen the theoretical basis of service management, especially when applied to website design for this user group. In line with the findings of (Bate & Robert, 2023), these findings also support the research of (Mamakou et al., 2024) and (Pang et al., 2024).
In addition to enriching theoretical knowledge, this study offers practical insights into the operational dynamics of service quality and user experience within the realm of information technology usage, particularly in website design for students with low vision disabilities. By elucidating how these concepts manifest in real-world contexts, this research bridges the gap between theory and practice, equipping organizations with actionable strategies for service improvement.

Organizations, particularly Disability Service Centers, stand to benefit significantly from these findings. By leveraging the insights gleaned from this study, they can enhance their service offerings in several key areas. Firstly, adapting website design to better accommodate the needs of students with low vision disabilities can significantly improve accessibility and usability, fostering a more inclusive digital environment.

Furthermore, organizations can utilize these findings to refine their approaches to academic support, ensuring that services are tailored to meet the unique needs of low vision students. This may involve providing specialized training to staff members to enhance their understanding of user experience and sensitivity to the needs of students with disabilities. Overall, by integrating the findings of this research into their operational strategies, organizations can enhance service quality, foster greater user satisfaction, and ultimately create more inclusive and supportive environments for students with low vision disabilities.

3.4.2 Effect of Service Quality on User Satisfaction

The analysis shows that service quality also has a positive and significant impact on user satisfaction, in accordance with the second hypothesis. In line with research by (Ighomereho et al., 2023) and supports research by (Pang & Zhang, 2024), this confirms that improving services will increase overall user satisfaction. In addition to shedding light on the intricate relationship between service quality and user satisfaction within the realm of website design for low vision disabled students, these findings contribute to the empirical validation of theoretical constructs in service management literature. By grounding theoretical concepts in real-world application, this research bridges the gap between theory and practice, offering actionable insights for organizations.

Organizations can leverage these findings to elevate the quality of service in their website design endeavors, thereby enhancing the overall academic support provided to students with low vision disabilities. By integrating principles of user experience and satisfaction into their design frameworks, organizations can create digital environments that are not only accessible but also tailored to meet the unique needs of low vision students. To translate these insights into tangible outcomes, organizations are encouraged to implement regular audits of website accessibility, ensuring compliance with relevant guidelines and standards. Furthermore, providing comprehensive training to relevant stakeholders on the importance of understanding user experience can foster a culture of user-centricity within organizations, driving continuous improvement efforts.

Moreover, involving students with low vision disabilities in the website development process can offer invaluable perspectives and insights. By actively engaging this demographic in co-design initiatives, organizations can co-create solutions that are truly inclusive and responsive to their needs. Overall, these recommendations serve as practical pathways for organizations to leverage the findings of this research, ultimately fostering more inclusive and supportive digital environments for students with low vision disabilities.

3.4.3 Effect of User Experience on User Satisfaction

The findings show that the more positive the user experience, the higher the level of user satisfaction, supporting the third hypothesis. This emphasizes the importance of providing a positive user experience to increase user satisfaction. In line with the findings of (Ahmad & Dhoon, 2024) supports the findings of (Kumar et al., 2024) and research by

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(Khamaj & Ali, 2024) as well (Purnama & Subroto, 2016). In addition to enriching our comprehension of mediation between service quality and user satisfaction, these findings provide valuable insights into the realm of user experience within website design for low vision disabled students. By underscoring the significance of user experience as a mediating factor, this research accentuates the pivotal role it plays in shaping overall satisfaction among this demographic.

Organizations can leverage these insights to recalibrate their approach to website development, placing a heightened emphasis on enhancing user experience. By prioritizing user experience alongside service quality, organizations can cultivate digital environments that are not only accessible but also conducive to positive user interactions and satisfaction. To operationalize these findings, it is advisable for organizations to establish mechanisms for regular feedback collection from users, especially those with low vision disabilities. This feedback loop can offer invaluable insights into areas for improvement and guide iterative enhancements to website design.

Furthermore, providing training to relevant stakeholders on the importance of understanding and prioritizing user experience is essential. This can foster a culture of user-centricity within organizations, ensuring that decisions regarding website design are informed by a deep understanding of user needs and preferences. Lastly, organizations should implement robust systems for ongoing monitoring and evaluation of user experience and satisfaction metrics. By continuously assessing and refining website performance, organizations can proactively address any emerging issues and sustainably enhance user satisfaction over time.

3.4.4 User Experience Mediation Role

The analysis shows that user experience acts as a mediator between service quality and user satisfaction. Partial mediation occurs, where user experience partially explains the relationship between service quality and user satisfaction. In line with the findings of (Pang et al., 2024), supports the findings of (Hsu, 2024), and research by (Guo et al., 2024). This study's findings offer empirical validation of the mediation concept within the realm of service management, shedding light on the nuanced dynamics of partial mediation. By highlighting the mediating role of user experience between service quality and satisfaction, this research provides actionable insights for organizations. They can leverage these findings to strategically allocate resources towards enhancing user experience in website design and development efforts, recognizing its pivotal role in fostering satisfaction among low vision disabled students. Moreover, these results underscore the importance of simultaneously addressing service quality and user experience in website design initiatives. Organizations can prioritize efforts to improve both aspects concurrently, thus ensuring a holistic approach to enhancing user satisfaction.

Moving forward, further research is recommended to delve deeper into the phenomenon of partial mediation within the specific context of website design for low vision disabled students. Additionally, employing a more comprehensive user experience model in the website development process could provide richer insights into the factors influencing user satisfaction. By expanding the scope of inquiry and refining methodologies, future studies can contribute to a more nuanced understanding of user experience dynamics in website design, ultimately leading to more inclusive and effective digital platforms for individuals with disabilities.

4. CONCLUSION

The findings show that service quality has a positive and significant influence on user experience in website design for students with low vision disabilities at Universitas Brawijaya who are undergoing the final assignment guidance process, by involving related academics such as accompanying tutors and supervising lecturers at the Disability Service Center. In addition, the findings also show that service quality has an impact on user satisfaction, and that user experience also acts as a mediator between service quality and user satisfaction, with partial mediation occurring. These findings strengthen theories in service management by providing empirical evidence about the relationship between service quality, user experience, and user satisfaction in the context of website design for students with low vision disabilities. These findings confirm the concept of mediation in the context of service management by showing that user experience mediates the relationship between service quality and user satisfaction, albeit in the form of partial mediation. Organizations, especially Disability Service Centers, can use these findings to improve the quality of service in their website designs, with a focus on adapting the design to make it more accessible to students with low vision disabilities and optimizing academic support for them. These findings encourage organizations to prioritize user experience in the design and development of their websites, as well as collect regular feedback from users for continuous improvement. It is recommended to conduct further research on partial mediation in the context of website design for students with low vision disabilities, as well as apply a more comprehensive user experience model in the website design and development process. Organizations are advised to provide training to relevant staff on the importance of understanding user experience and involving students with low vision disabilities in the website improvement and development process. Thus, these findings not only provide a valuable theoretical contribution, but also provide practical guidance for organizations to improve services and user satisfaction in website design for students with low vision disabilities.


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ACKNOWLEDGMENT

The authors would like to express their sincere appreciation to all reviewers who have provided valuable feedback and made corrections to this paper. The authors also thank the company management for their cooperation and willingness to complete the study questionnaire.

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TIN: Terapan Informatika Nusantara
Vol 4, No 12, May 2024, page 769-777
ISSN 2722-7987 (Media Online)
Website https://ejurnal.seminar-id.com/index.php/tin
DOI 10.47065/tin.v4i12.5096

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