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Optimizing User Satisfaction: Exploring The Impact Of Website Quality On Low Vision Disabled Students' Satisfaction Through User Experience As A Mediating Variable

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Abstract

This research investigates the correlation between service quality, user experience, and user satisfaction in website design for students with low vision disabilities undergoing final assignment guidance at Brawijaya University. Using a quantitative approach via questionnaires, data was collected from students and relevant academics at the Disability Service Center. Analysis revealed a positive and significant relationship between service quality and user experience, with service quality also impacting user satisfaction. Moreover, user experience partially mediated the relationship between service quality and user satisfaction. This study contributes to understanding the dynamics of website design for this demographic, emphasizing the pivotal role of user experience in enhancing satisfaction, particularly among individuals with disabilities. Organizations, especially Disability Service Centers, can utilize these findings to enhance website accessibility and academic support. However, limitations include sample size constraints and the singular institutional focus, suggesting avenues for future research to broaden the scope and depth of understanding through qualitative methods.

Keywords : *service quality, user experience, user satisfaction*

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 studies have highlighted the importance of service quality in the context of disability education services, especially in Disability Service Centers. Other research, such as that conducted by Suess and Mody (2017), highlights the service attributes desired by users at Disability Service Centers, such as the availability of facilities that influence user satisfaction and their readiness to pay higher fees. Research has also identified that service quality across the Disability Service Center organization plays a critical role in enhancing service excellence. Wu et al. (2013) emphasized the importance of combining quality disability services with friendly physical design and easy operational features to improve user experience. The concept of user experience oriented towards service quality was also introduced to increase pleasant interactions between employees and users.

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

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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.

Quality of Service

The notion of quality of service encompasses various crucial aspects in providing quality disability education 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 Indrasari (2019), 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. (2018), 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.

User Experience

According to Azhari et al. (2015), user experience is the knowledge gained by users from interactions with elements created by service providers. Schmitt (2003) 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).

User Satisfaction

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; 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.

Inter-variable Influence

User experience can be built through excellent or superior service (Wulandari 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 and Semrad, 2016; Mamakou et al., 2024; Bate & Robert, 2023). Service quality is required to create a good experience (Ferrinadewi & Murtadho, 2022; Wulandari et al., 2021; Berybe et al., 2023; Ma et al., 2024; Pang et al., 2024), indicating that service quality can influence user experience. Therefore, the proposed hypothesis is: H1: Service quality has a positive effect on user experience.

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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 (Zhang et al., 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. Methods

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.

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.

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).

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

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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

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
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			

Source: Data processed

Test Results Reliability

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, 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.

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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		

Source: Data processed

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's (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		14
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.

Source: Data processed

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. est Results Multicollinearity

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	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

Source: Data processed

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		
		B	Std. Error	Beta	t	Sig.
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

Source: Data processed

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 Hair et al. (2017), 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

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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 …… (1)

User satisfaction = 0.493 Service quality + 0.397 User experience …….. (2)

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

Source: Data processed

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

a. Dependent Variable: USER SATISFACTION

Source: Data processed

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

Source: Data processed

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:

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

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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), Ma et al. (2024), and Pang et al. (2024). It provides a practical understanding of how these concepts operate in real situations, as well as complementing theoretical knowledge of how service quality influences user experience in the use of information technology. Organizations, especially Disability Service Centers, can use these findings to improve their services, including adapting website design to better suit the needs of students with low vision disabilities, and providing better academic support with appropriate training to staff.

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 Pertiwi et al., 2023), Ighomereho et al. (2023) and supports research by Pang & Zhang (2024), this confirms that improving services will increase overall user satisfaction. These findings deepen understanding of the relationship between service quality and user satisfaction in the context of website design for students with low vision disabilities, as well as testing the validity of theoretical concepts in service management literature. Organizations can use these findings to improve the quality of service in their website design and provide better academic support to students with low vision disabilities. It is recommended to regularly audit website accessibility, provide training to relevant parties on the importance of understanding user experience, and involve students with low vision disabilities in website development.

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 Khamaj & Ali (2024) as wellPurnama, C., & Subroto, WT (2016). These findings also contribute to a deeper understanding of user experience in the context of website design for students with low vision disabilities, as well as validating the concept of mediation between service quality and user satisfaction. Organizations can use these findings to better prioritize user experience in their website development and direct efforts to improve both aspects simultaneously. It is recommended to regularly collect feedback from users, provide training to relevant parties on the importance of understanding user experience, and carry out regular monitoring and evaluation of user experience and user satisfaction.

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 Zhang et al. (2024), supports the findings of Hsu (2024), and research by Guo et al. (2024). These findings provide empirical validation of the concept of mediation in the context of service management, as well as deepen the understanding of partial mediation. Organizations can use these findings to better prioritize efforts to improve user experience in the design and development of their websites, and direct efforts to improve both aspects simultaneously. It is recommended to conduct further research on partial mediation in the context of website design for students with low vision disabilities and apply a more comprehensive user experience model in the website design and development process.

4. Conclusion and Recomended

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

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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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