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Service Quality Analysis to Improve Driving Customer Satisfaction using Servqual and IPA Methods

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ABSTRACT

VIP Driving Course is a driving course institution that focuses on safe and effective learning. This course has experienced problems in the last five months, there has been a decrease in the number of students, recorded from January to May, respectively, there were 47, 33, 29, 25, and 21 students. This indicates a customer satisfaction issue related to service quality. The purpose of this study was to identify service quality, analyze the gap value and identify service dimensions or attributes that are prioritized for improvement. The number of respondents used was 112 respondents. This study used the SERVQUAL method to measure the gap between student expectations and perceptions, and importance performance analysis to determine improvement priorities. The results showed six attributes with negative gap values including comfort of facilities, clarity of material, availability of cars, responsiveness of service, clarity of information, and attention to safety, and seven attributes with positive gap values including vehicle cleanliness, neatness of instructors, time discipline, fast administration, friendly service, openness to input, and orientation to student needs. SERVQUAL analysis shows 4 dimensions with negative values including tangibles of -0.21, reliability of -0.32, responsiveness of -0.29, and assurance of -0.24, while the empathy dimension obtained a positive gap value of 0.06. This indicates that most services have not met student expectations. Based on the IPA analysis, there are 4 attributes in quadrant I that are the main priority for improvement, with suggestions including rearranging the waiting room, lighting, air circulation, and supporting facilities. Increasing the number of training cars, optimizing the delivery of schedule information, procedures through digital media, and increasing attention to driving safety. Improvement efforts are made to increase customer satisfaction.

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1. INTRODUCTION

VIP Driving Course is one of the driving course institutions operating in the Bekasi City area located at Jl. Gurame Raya No.235, Perumnas 2, South Bekasi District, Bekasi City, West Java. 17144. VIP Driving Course has served consumers in helping the process of learning to drive safely and effectively. VIP Driving Course is facing the problem of decreasing the number of driving course students for the last five months, namely from January to May in 2025. Based on internal data, the following is the number of VIP Driving Course driving course students from January to May 2025, respectively, as many as 47, 33, 39, 25 and 21 students.

Based on this data, it can be seen that the number of VIP Driving Course students has decreased. This downward trend indicates potential issues related to customer satisfaction or perceptions of the quality of service provided. A consistent decline in the number of driving course students could be an indicator that previous customers may have been dissatisfied or not received the service they expected.

The difference in perception between service providers and customers regarding the quality of service provided was also a key focus in this study. There is often a gap between customer expectations and the reality of the service received (Noraga, GB, Sudirno, D., & Mulyani, 2024). By analyzing this gap, VIP Driving Course can identify dimensions that need improvement to enhance customer satisfaction.

This study uses the Service Quality (SERVQUAL) method and the Importance Performance Analysis (IPA) method to measure service quality. The Service Quality method is a tool used to assess service quality based on customer perceptions. This Service Quality method has five dimensions of service quality, namely tangibles (physical evidence), reliability (reliability), responsiveness (responsiveness), assurance (guarantee), and empathy (caring). Service Quality focuses on comparing customer expectations and perceptions of the service received, or it can be interpreted that this method measures the gap between what customers expect and the quality of service received. The service quality method has several advantages, such as a method that is systematically used to measure and assess service quality, a method that provides direction for service providers in increasing customer satisfaction, and a service quality method that also helps identify aspects that need to be improved to achieve the expected customer satisfaction (Tjiptono, 2019).

The Importance Performance Analysis (IPA) method is a descriptive method used to analyze research data, with the aim of answering questions regarding the level of customer satisfaction with service quality. This method also evaluates the level of importance and satisfaction of service users, which can then produce a diagram to show the position of the factors considered to influence customer satisfaction. This Importance Performance Analysis method has the advantage of identifying and prioritizing improvements in areas that most influence customer satisfaction. This method also has the advantage of helping visualization in good decision-making (Mudjanarko et al., 2020).

This study focuses on measuring service quality at VIP Driving Course. By understanding the factors influencing customer satisfaction, VIP Driving Course can identify factors that have not satisfied customers or that have not met customer expectations (Yuli Setiawannie et al., 2024). This study also contributes to the existing literature by filling a research gap regarding service quality in the driving course sector. Although numerous studies have been conducted in other sectors, research specifically on driving courses is still limited. Therefore, this study

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is expected to provide new and relevant insights for academics and practitioners in the field of service management.

2. LITERATURE REVIEW

2.1 Service Quality Method (SERVQUAL)

The Service Quality (SERVQUAL) method is one of the most commonly used approaches to assess service quality across various industrial sectors. This method emphasizes analyzing the gap between customer perceptions and expectations, and also provides a deep understanding of customer experience assessment. Five dimensions serve as the main foundation for measuring service quality using this method: tangibles, reliability, responsiveness, empathy, and assurance. These five dimensions help organizations identify areas for improvement to enhance customer satisfaction. The service quality method serves not only as a measuring tool but also as a strategic guide for developing better services (Prananda et al., 2019).

The tangibles dimension encompasses the physical elements of a service, such as facilities, equipment, and employee appearance. This aspect is crucial because customers often judge service quality based on what they see and feel directly. The reliability dimension focuses on the service provider's ability to deliver the promised service consistently and accurately. These two aspects are key factors in building customer trust, which ultimately leads to increased loyalty. The responsiveness dimension measures the extent to which a service provider is ready and willing to assist customers. This dimension reflects the importance of speed and efficiency in responding to customer requests or complaints. The empathy dimension encompasses attention and concern for individual customer needs and plays a crucial role in creating a positive service experience. The assurance dimension encompasses employee knowledge and courtesy, as well as the ability to instill confidence in customers. The combination of these five dimensions provides a comprehensive picture of service quality as perceived by customers (Prananda et al., 2019).

By implementing the Service Quality (SERVQUAL) method, organizations can conduct an in-depth analysis of the gap between expectations and the actual service provided. The results of this analysis can be used to formulate more focused and effective improvement strategies. This service quality method also allows companies to benchmark themselves against competitors and the industry as a whole. The service quality method not only helps improve service quality but also contributes to the long-term success of a company or service provider in meeting customer needs and expectations (Prananda et al., 2019).

The service quality method was analyzed using a questionnaire distributed to customers. This questionnaire, each attribute question, was designed to elicit two types of responses from respondents: (1) regarding the level of importance of the attribute to customers, and (2) regarding the level of customer satisfaction with the performance provided for each attribute. This approach allows companies to gain a deeper understanding of customer expectations and experiences (Prananda et al., 2019).

Consumers complete questionnaires, and the results are processed using a specific formula to analyze the collected data. This data processing process aims to identify gaps between expectations and the actual service received. By understanding the difference between levels of importance and satisfaction, organizations can identify areas for improvement to enhance service quality.

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2.2 Importance Performance Analysis (IPA)

Importance Performance Analysis (IPA) is a simple framework for analyzing product attributes developed by Martillia and James (1977). IPA is a set of service attributes related to a specific service that are evaluated based on the level of importance of each attribute according to consumers and how the service is perceived to perform relative to each attribute. This analysis is used to compare consumer assessments of the level of importance of service quality with the level of service quality performance (Purnama, 2006).

The primary purpose of IPA as a diagnostic tool is to facilitate the identification of attributes based on their respective importance, whether the product or service is underperforming or overperforming. For this purpose, the interpretation of product or service performance is displayed on a graph (Cartesian scale) that has four quadrants, namely Quadrant A, Quadrant B, Quadrant C, and Quadrant D (Algifari, 2016).

Figure 1. Cartesian Degree
(Source: Algifari, 2016)

Quadrant A is a service dimension that is considered important by customers or service users, but the company provides poor quality service, so this service dimension is a top priority for improvement. Quadrant B is a service dimension that is considered important by customers or service users and the company has provided good quality service, so this service dimension must be maintained. Quadrant A is a service dimension that is considered less important by customers or service users and the company provides low quality service, so this service dimension is a low priority. Quadrant D is a service dimension that is considered unimportant by customers or service users, but the company or service provider provides good quality service, so this service dimension becomes excessive (Algifari, 2016).

3. METHODS

The research methodology used is a quantitative research method where the research was conducted using primary data in the form of questionnaire data.

3.1 Data collection

The population in this study was 155 customers. The researcher determined the sample size using quota sampling techniques. The number of respondents in the research questionnaire was 112 respondents obtained based on the Slovin formula with the criteria of having taken a driving course at the VIP Course Driving. The data collection period was carried out from June to August 2025.

Data collection is an important stage in research because the data collected will be the basis for analysis and drawing conclusions in the research. The data collected in this study consists of 3 stages.

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The first stage is determining the sample size. Determining the sample size is done by determining the sample size and population. The population in this study is VIP Driving Course customers. The sample used in this study was taken based on the quota sampling technique where the number of samples was determined by the researcher because it requires samples with certain characteristics, namely having used the services at VIP Driving Course.

The second stage is making a questionnaire. The questionnaire is made based on the five dimensions of service quality. The questionnaire consists of two parts, namely the perception and expectation parts, with 13 statement items based on the five dimensions in each part.

The third stage is the distribution of questionnaires to VIP Driving Course customers with predetermined criteria, namely VIP Driving Course customers who have used VIP Driving Course services as many as 112 respondents. The distribution of questionnaires was carried out using Google Form.

3.2 Questionnaire Data Testing

Data processing in this study was carried out in several ways, namely by compiling a service quality questionnaire containing questions about the level of satisfaction and the level of importance of each attribute to VIP Driving Course customers. This questionnaire was created using a Likert scale with an assessment of 1 to 5 where 1 is very bad or strongly disagree, 2 is not good or disagree, 3 is quite good, 4 is good or agree, and 5 is very good or strongly agree.

The second stage is the validity test of the questionnaire data to determine whether the data obtained is valid or not. This validity test is carried out using SPSS (Statistical Package for the Social Sciences) software where a comparison of the value of r count with r table is carried out. This test is said to be valid if the questions on the questionnaire can reveal something that is measured by the questionnaire.

The third stage is the reliability test of the questionnaire data to measure the consistency of the answers from VIP Driving Course customers to the entire contents of the questionnaire given. The reliability test of this questionnaire data was carried out using SPSS (Statistical Package for the Social Sciences) software where the best reliability coefficient value is 1 and the worst is 0, but the value of 1 is very difficult to determine so that the answer will be quite consistent if the reliability coefficient is between 0.64 to 0.90. If the data that has been tested does not meet the valid and reliable requirements, data collection will be carried out again by distributing questionnaires.

3.3 Determination of GAP and Importance Performance Analysis (IPA)

The difference in perception and expectation from the questionnaire is used to determine the gap. Gap analysis is conducted to determine factors that should be prioritized because they have a high-performance gap. Importance Performance Analysis (IPA) is used in combining measurements on the dimensions of perception and expectation into two dimensions, where both dimensions are later plotted into the expectation value on the vertical axis and the perception value on the diagonal axis, which is then searched for the average contained in the dimensions of perception and expectation as the center of the line cutter.

4. RESULTS

4.1 Validity Test

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Validity testing was conducted to determine whether each questionnaire item was valid for measuring customer expectations and perceptions. The validity test involved 30 respondents, with an r-table value of 0.4629 at a significance level of α = 0.01 and df = 28.

Table 1. Results of Customer Expectation Validity Test

No	Dimension	Item Statement	r Count	r Table (α = 0,01; df = 28)	Information
1	*Tangibles*	T1	0,846	0,4629	Valid
2		T2	0,908	0,4629	Valid
3		T3	0,867	0,4629	Valid
4	*Reliability*	RB1	0,892	0,4629	Valid
5		RB2	0,893	0,4629	Valid
6		RB3	0,858	0,4629	Valid
7	*Responsiveness*	RS1	0,848	0,4629	Valid
8		RS2	0,872	0,4629	Valid
9		RS3	0,873	0,4629	Valid
10	*Assurance*	A1	0,862	0,4629	Valid
11		A2	0,846	0,4629	Valid
12	*Empathy*	E1	0,893	0,4629	Valid
13		E2	0,875	0,4629	Valid

Based on Table 1, all 13 customer expectation items obtained r-count values greater than the r-table value of 0.4629. The r-count values ranged from 0.846 to 0.908. Therefore, all customer expectation questionnaire items were declared valid and could be used for further analysis.

Table 2. Results of Customer Perception Validity Test

No	Dimension	Item Statement	r Count	r Tabel (α = 0,01; df = 28)	Information
1	*Tangibles*	T1	0,815	0,4629	Valid
2		T2	0,908	0,4629	Valid
3		T3	0,908	0,4629	Valid
4	*Reliability*	RB1	0,800	0,4629	Valid
5		RB2	0,933	0,4629	Valid
6		RB3	0,871	0,4629	Valid
7	*Responsiveness*	RS1	0,851	0,4629	Valid
8		RS2	0,835	0,4629	Valid
9		RS3	0,851	0,4629	Valid
10	*Assurance*	A1	0,851	0,4629	Valid
11		A2	0,846	0,4629	Valid
12	*Empathy*	E1	0,870	0,4629	Valid
13		E2	0,844	0,4629	Valid

Table 2 shows that all 13 customer perception items also obtained r-count values greater than the r-table value of 0.4629. The r-count values ranged from 0.800 to 0.933. These results indicate that all customer perception questionnaire items were valid and suitable for the next stage of analysis.

4.2 Reliability Test

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Reliability testing was conducted to determine the consistency of the questionnaire instrument. The reliability test used Cronbach's Alpha, where an instrument is considered reliable if the coefficient value is greater than 0.60.

Reliability Statistics

Cronbach's Alpha	N of Items
.973	13

Figure 2. Output of the Expectation Level Reliability Test

Based on Figure 2, the Cronbach's Alpha value for the expectation questionnaire was 0.973. This value is greater than 0.60, indicating that the expectation questionnaire had excellent reliability and internal consistency.

Reliability Statistics

Cronbach's Alpha	N of Items
.970	13

Figure 3. Output of the Perception Level Reliability Test

Based on Figure 3, the Cronbach's Alpha value for the perception questionnaire was 0.970. This result also exceeds the minimum reliability criterion of 0.60. Therefore, the perception questionnaire was declared reliable and appropriate for further analysis.

4.3 SERVQUAL Gap Analysis

The SERVQUAL gap analysis was conducted to compare customer expectations and perceptions of service quality. The gap value was obtained by subtracting the expectation average from the perception average. A positive gap value indicates that the perceived service performance meets or exceeds customer expectations, while a negative gap value indicates that the perceived service performance is below customer expectations.

Table 3. Calculation of Expectation and Perception Gap Values

No	Dimensions	Pernyataan	Hope		Perception		Gap
			Total	Average	Total	Average	
1	Tangibles	The car used is in clean and well-maintained condition	463	4,13	466	4,16	0,03
2		The appearance of the instructors and staff looks neat and professional.	462	4,13	469	4,19	0,06
3		The waiting room is neatly arranged and provides comfort.	528	4,71	445	3.97	-0,74

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No	Dimensions	Pernyataan	Hope		Perception		Gap
			Total	Average	Total	Average	
4	Reliability	Training sessions are on time according to the predetermined schedule.	480	4,29	482	4,30	0,02
5		The instructor delivers driving material with easy-to-understand explanations.	469	4,19	436	3,89	-0,29
6		Practice car with mini transmission type according to student request	520	4,64	444	3,96	-0,68
7	Responsiveness	Instructors and staff are responsive in responding to student questions and complaints.	469	4,19	440	3,93	-0,26
8		VIP Driving Course provides clear and timely information regarding course schedules and procedures.	507	4,53	430	3,84	-0,69
9		The registration and administration process for the VIP Driving Course is quick and easy.	479	4,28	486	4,34	0,06
10	Assurance	VIP Driving Course instructors always pay special attention to driving safety aspects.	498	4,45	443	3,96	-0,49
11		VIP Driving Course instructors and staff are always professional and friendly in providing services.	484	4,32	486	4,34	0,02
12	Empathy	VIP Driving Course is open to criticism and suggestions given by course students.	466	4,16	477	4,26	0,10
13		VIP Driving Course prioritizes the needs and interests of students in driving courses	477	4,26	478	4,27	0,01

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Based on Table 3, seven service attributes had positive gap values, while six attributes had negative gap values. The positive gap values indicate that several service attributes were perceived to have met customer expectations. These attributes include vehicle cleanliness and maintenance, instructor and staff appearance, training punctuality, registration and administration process, professionalism and friendliness, openness to criticism and suggestions, and attention to student needs.

Meanwhile, six attributes had negative gap values, indicating that customer expectations were higher than perceived service performance. The largest negative gap was found in the waiting room comfort attribute, with a gap value of -0.74. This was followed by the clarity and timeliness of schedule and procedure information, with a gap value of -0.69, and the availability of practice cars according to the requested transmission type, with a gap value of -0.68. These results indicate that improvements are mainly required in physical facilities, information delivery, and vehicle availability.

The attribute with the highest positive gap was openness to criticism and suggestions, with a gap value of 0.10. This indicates that customers perceived the institution as responsive to feedback and suggestions.

4.4 Gap Analysis Based on SERVQUAL Dimensions

The gap analysis was also calculated based on the five SERVQUAL dimensions, namely tangibles, reliability, responsiveness, assurance, and empathy.

Table 4. Gap Calculation for Each Dimension

No	Dimensions	Attribute	Hope	Perception	Hope	Perception	Gap
			Average	Average	Total Average	Total Average	
1	*Tangibles*	T1	4.13	4.16	4.32	4.11	-0,21
		T2	4.13	4.19			
		T3	4.71	3.97			
2	*Reliability*	RB1	4.29	4.30	4.37	4.05	-0.32
		RB2	4.19	3.89			
		RB3	4.64	3.96			
3	*Responsiveness*	RS1	4.19	3.93	4.33	4.04	-0,29
		RS2	4.53	3.84			
		RS3	4.28	4,34			
4	*Assurance*	A1	4.45	3,96	4.39	4.15	-0,24
		A2	4.32	4.34			
5	*Empathy*)	E1	4.16	4.26	4.21	4.27	0.06
		E2	4.26	4.27			

Based on Table 4, four SERVQUAL dimensions had negative gap values, while one dimension had a positive gap value. The reliability dimension had the largest negative gap, with a value of -0.32. This was followed by responsiveness with a gap value of -0.29, assurance with a gap value of -0.24, and tangibles with a gap value of -0.21.

The empathy dimension was the only dimension with a positive gap value, namely 0.06. This indicates that customer perceptions of empathy-related services were slightly higher than their expectations. Overall, the results show that service quality improvement should focus primarily on reliability, responsiveness, assurance, and tangibles.

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4.5 Importance Performance Analysis

Importance Performance Analysis was used to determine service attributes that should be prioritized for improvement. The results were presented in a Cartesian diagram consisting of four quadrants.

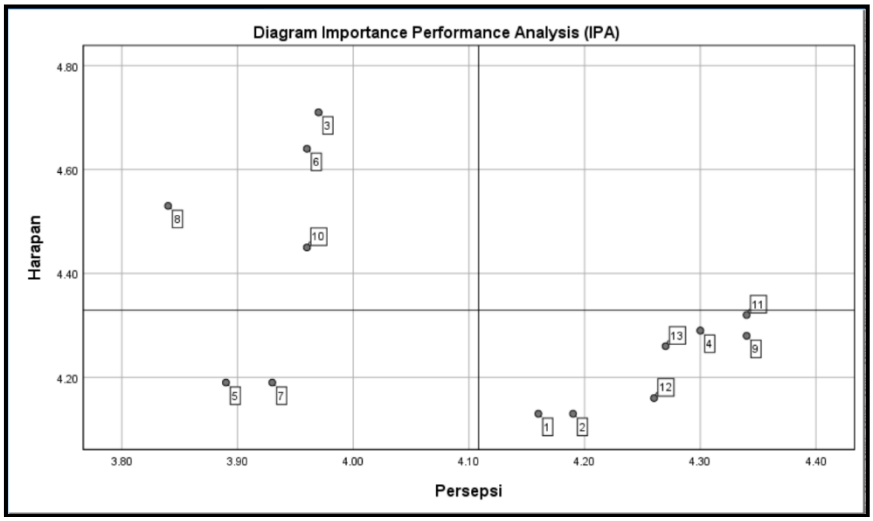

Figure 4. Importance Performance Analysis Diagram

Based on Figure 4, four attributes were positioned in Quadrant I. This quadrant indicates attributes with high importance but low performance, so they should become the main priority for improvement. The attributes included in Quadrant I are waiting room comfort, availability of practice cars according to student requests, clarity and timeliness of course schedule and procedure information, and instructor attention to driving safety aspects.

No attributes were positioned in Quadrant II. This indicates that there were no service attributes with both high importance and high performance.

Quadrant III contained two attributes, namely the instructor's ability to deliver driving material clearly and the responsiveness of instructors and staff in responding to student questions and complaints. These attributes had relatively low importance and low performance, so they were not the main priority for improvement.

Quadrant IV contained seven attributes, namely vehicle cleanliness and maintenance, instructor and staff appearance, training punctuality, registration and administration process, professionalism and friendliness, openness to criticism and suggestions, and attention to student needs. These attributes had relatively low importance but high performance, so their performance should be maintained without excessive additional effort.

4.6 Priority Improvement Attributes

Based on the SERVQUAL gap and IPA results, the main priority for improvement is focused on the attributes located in Quadrant I. These attributes are considered important by customers but still have low perceived performance.

Table 5. Priority Improvement Attributes

No.	Attribute	Gap Value	IPA Quadrant	Proposed Improvement
1	Waiting room comfort	-0.74	I	Improve seating arrangement, lighting, air circulation, cleanliness, and supporting facilities such as Wi-Fi and drinking water.

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No.	Attribute	Gap Value	IPA Quadrant	Proposed Improvement
2	Availability of practice cars according to transmission type	-0.68	I	Improve fleet management and increase the availability of manual and automatic transmission vehicles.
3	Clarity and timeliness of course schedule and procedure information	-0.69	I	Develop a structured information system through WhatsApp groups, websites, applications, or digital information boards.
4	Instructor attention to driving safety aspects	-0.49	I	Strengthen safety learning materials, traffic ethics modules, and direct practice related to safe driving behavior.

Overall, the results indicate that VIP Driving Course needs to prioritize improvements in waiting room facilities, training vehicle availability, schedule information systems, and driving safety instruction. These attributes have high importance but low perceived performance, making them the most critical areas for improving customer satisfaction.

4. DISCUSSION

The results of the SERVQUAL analysis indicate that the quality of services provided by VIP Driving Course has not fully met customer expectations. This is evidenced by the presence of six service attributes with negative gap values and four SERVQUAL dimensions with negative average gaps. These findings suggest that although several aspects of the service have performed satisfactorily, improvements are still required in attributes that are considered highly important by customers.

Among the five SERVQUAL dimensions, reliability exhibited the largest negative gap value (-0.32). This finding indicates that customers place considerable importance on the institution's ability to consistently deliver services as promised, particularly regarding the availability of training vehicles and the quality of instructional delivery. Reliability is one of the most influential dimensions in determining customer satisfaction because it reflects the organization's capability to provide dependable and consistent services. When service delivery does not match customer expectations, customer trust and satisfaction tend to decline. Therefore, improving operational consistency should become one of the primary managerial priorities for VIP Driving Course.

The tangibles dimension also demonstrated a negative gap, particularly in the waiting room comfort attribute, which recorded the largest negative gap among all service attributes (-0.74). Physical facilities constitute customers' first impression of service quality. Comfortable waiting areas, clean environments, adequate seating, and supporting facilities contribute significantly to customer satisfaction because they directly influence customers' service experience before and after training sessions. This finding suggests that improvements in physical facilities should not be regarded merely as aesthetic enhancements but as strategic investments that influence perceived service quality.

Another important finding concerns the availability of practice vehicles according to students' requested transmission types, which obtained a negative gap value of -0.68. This result indicates that customers expect greater flexibility in selecting training vehicles based on their individual learning needs. Insufficient vehicle availability may increase waiting times, reduce learning opportunities, and ultimately decrease customer satisfaction. Consequently,

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better fleet management and a more balanced allocation of manual and automatic transmission vehicles are necessary to improve service performance.

The clarity and timeliness of information regarding course schedules and procedures also produced one of the largest negative gap values (-0.69). Effective communication is an essential component of service quality because customers require accurate and timely information throughout the service process. Delays or unclear communication regarding schedules may create uncertainty and inconvenience for customers. Therefore, implementing an integrated digital communication system through websites, mobile applications, or messaging platforms may improve customer access to service information while reducing communication-related service gaps.

Driving safety instruction was another attribute requiring improvement, as indicated by its negative gap value (-0.49). Safety is one of the core objectives of driving education; therefore, customers naturally expect instructors to emphasize safe driving practices consistently throughout the learning process. Strengthening safety education through structured training modules, practical simulations, and traffic safety awareness programs may improve both perceived service quality and learning outcomes.

The Importance Performance Analysis further supports the SERVQUAL findings. Four service attributes were positioned in Quadrant I, indicating high customer importance but relatively low performance. These attributes represent the highest priority for service improvement because enhancing their performance is expected to produce the greatest increase in customer satisfaction. Conversely, no attributes were classified in Quadrant II, indicating that VIP Driving Course has not yet established service attributes that simultaneously achieve high importance and excellent performance. This finding suggests that continuous quality improvement remains necessary across several core service components.

In contrast, the empathy dimension was the only SERVQUAL dimension with a positive gap value (0.06). This finding indicates that customers appreciated the institution's willingness to receive criticism, provide personal attention, and prioritize customer needs. Empathy contributes positively to customer relationships by fostering trust and emotional engagement. Therefore, maintaining this strength while simultaneously improving operational service dimensions may produce a more balanced overall service quality.

From a managerial perspective, the results suggest that improvement efforts should prioritize operational aspects that directly affect customer experiences rather than focusing solely on maintaining existing strengths. Investments in waiting room facilities, expansion of training vehicle availability, implementation of digital information systems, and enhancement of driving safety education are expected to reduce the service quality gap and improve overall customer satisfaction. Continuous evaluation using SERVQUAL and Importance Performance Analysis may also assist management in monitoring service performance and identifying emerging customer expectations over time.

5. CONCLUSION

This study concludes that the service quality of VIP Driving Course has not fully met customer expectations. Based on the SERVQUAL analysis, six out of thirteen service attributes showed negative gap values, particularly in waiting room comfort, clarity of instructional material, availability of practice vehicles, service responsiveness, clarity of schedule information, and attention to driving safety. Meanwhile, seven attributes showed positive

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gap values, indicating that several service aspects, such as vehicle cleanliness, instructor appearance, training punctuality, administrative process, friendliness, openness to feedback, and attention to student needs, have been perceived positively by customers.

The dimensional gap analysis showed that four SERVQUAL dimensions had negative gap values, namely tangibles, reliability, responsiveness, and assurance, while only the empathy dimension had a positive gap value. This indicates that improvement efforts should focus primarily on the consistency of service delivery, responsiveness to customer needs, supporting facilities, and safety assurance. The IPA results further showed that the main priority attributes for improvement were waiting room facilities, availability of practice vehicles according to transmission type, clarity of schedule and procedure information, and instructor attention to driving safety.

Based on these findings, VIP Driving Course is advised to improve waiting room facilities, strengthen fleet management, develop a more structured digital information system, and enhance safety-oriented driving instruction. For future researchers, this study can be extended by involving a larger number of respondents, comparing several driving course institutions, or adding other variables such as customer loyalty, repurchase intention, or service value.

This study has several limitations. First, the number of respondents was limited, so the findings may not fully represent all VIP Driving Course customers. Second, the analysis was based on customer perceptions at a specific time, which may change depending on service conditions, instructor availability, and operational policies. Third, this study only used SERVQUAL and IPA methods, so the findings mainly describe service gaps and improvement priorities, but do not explain causal relationships between service quality and customer satisfaction. These limitations are methodological in nature and may affect the generalizability of the findings.

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