

Service Quality, Institutional Image and Satisfaction : Can Drivers Student Loyalty?

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Abstract

Education is dynamic and always developing to keep it up to date with today's condition. The government always puts an effort so that the education quality in Indonesia will not be left behind compared to other countries in the world. One of the aspects stimulating the changes is customer demand over the quality of the education system. This study also aimed at analyzing the influence of service quality on the satisfaction and loyalty of senior high school or SMA students. The data used in this study were primary data with a total respondent of 88 students. The technique for data analysis used in this study was path analysis assisted by Smart PLS. The research findings showed that service quality and institutional image significantly influenced satisfaction, yet they did not influence loyalty significantly. Meanwhile, satisfaction directly influenced loyalty. Further study is suggested to add several variables, such as perceived value, perceived quality, and the like that are considered giving an influence on creating student's loyalty. Practical implications also drawn to conclude this study.

Keywords

Service Quality; Institutional Image; Satisfaction; Loyalty

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Introduction

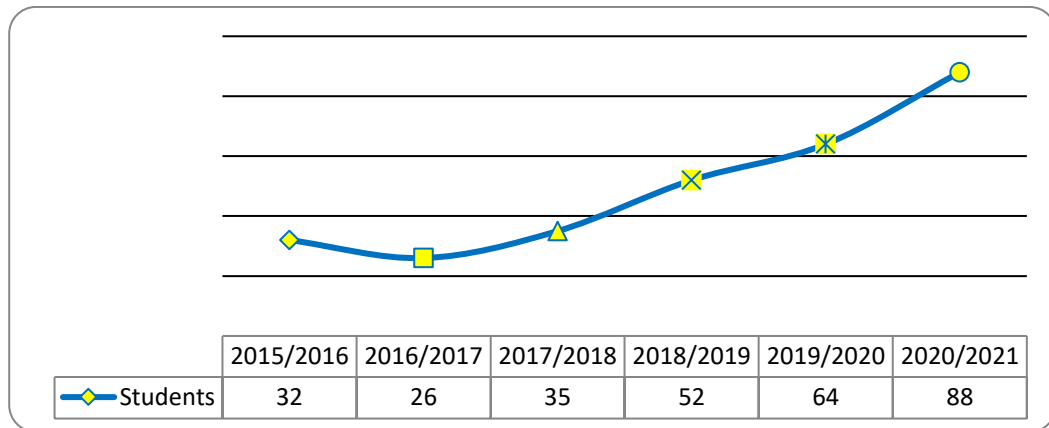
Educational institutions play an important role in creating human personality traits and in developing the nation's intellectual life. The government puts an effort so that the education quality in Indonesia is not left behind compared to other countries. The education reformation is the response against the development of global demand to adapt the accurate education system that can develop human resources effectively. Based on the information from the Ministry of Education and Culture, the total of senior

high school in Riau Province gradually increases annually and it reached 449 units in the academic year 2019/2020 with the number of students reach 151.382 students (statistik.data.kemdikbud.go.id). The success of an educational institution can be seen from the student satisfaction. This condition reflects that the parameter of success for the school can be seen from the provided service, whether the provided service has met the expectation, or it even exceeds the expectation. The student satisfaction reflects a positive behavior

from the students against the service of teaching and learning process performed by the teacher due to the relevancy between the expectation and the reality they get (Hassan *et al.*, 2019).

One of the institutions focusing on education is PT. Pelita Pendidikan Kulim. This company is the benefactor for 5 schools, namely playgroup, kindergarten,

elementary, junior high school, and senior high school. The object of this study was Senior High School Education. This school was established on February 25th, 2013, located on Kulim Ujung Street No. 08, Tampan, Payung Sekaki and had B+ as the accreditation status. The following is the data for the total student studying in Senior High School Education.



Source : Senior High School Education, 2020

Figure 1. Total Students in Senior High School Education

Based on Fig. 1, it is seen that the total student of Senior High School Education tends to increase annually. It reflects that Senior High School Education can attract the students to study in that institution. However, along with the development, it is found that the services in Senior High School Education do not fulfill the students' expectations. Several aspects that need to be concerned are the teachers' competencies, the teachers' discipline, the punctuality, and the accuracy in giving services by the teachers, learning facilities, supporting facilities, and etc. Based on the result of an advanced observation, several points causing problems found, namely insufficient sports field, and a limited number of classrooms, insufficient parking spaces, incomplete library resources, and lack of response by the teachers against the needs and the students' complaints. These conditions caused students' dissatisfaction with Senior High School Education.

The aims of this study were (1) to analyze the influence of service quality and institutional image on student satisfaction and loyalty in Senior High School Education; and (2) to analyze the influence of student satisfaction on student loyalty in Senior High School Education.

Literature Review

Service quality reflects the expected excellence level and control over the excellence level to fulfill customer expectations (Tjiptono & Chandra, 2016). The perception of service quality in the educational world reflects the ability in providing an assessment against the excellence of certain educational services that can result in both academic and non-academic excellence in the students. The better service quality that is provided to the students is, the student satisfaction level will be higher. It is in line with a study by (Annamdevula & Bellamkonda, 2016; Appuhamilage & Torii, 2019; Azam, 2018;

Bakrie *et al.*, 2019; Chandra *et al.*, 2018; Dora, 2017; Hassan *et al.*, 2019; Jabbar *et al.*, 2020; Jiewanto *et al.*, 2012; Leonnard *et al.*, 2014; Lunarindiah, 2018; Munizu & Hamid, 2015; Mansari *et al.*, 2014; Permana *et al.*, 2020; Wulandari & Suryani, 2017). The students who are satisfied with the services provided by the company will stimulate the existence of student loyalty. It is in line with a study by (Annamdevula & Bellamkonda, 2016; Hassan *et al.*, 2019; Leonnard *et al.*, 2014; Lunarindiah, 2018; Munizu & Hamid, 2015; Permana *et al.*, 2020; Wulandari & Suryani, 2017). However, it is in contrast to a study by (Appuhamilage & Torii, 2019; Bakrie *et al.*, 2019; Chandra *et al.*, 2018)

The image reflects the perception of a certain company or institution resulted from people's objective assessment over the actions, behavior, and the ethics of the institution amid the society (Lunarindiah, 2018). The image of a good quality educational institution becomes one of the important things and consideration when having a decision to choose an educational institution. The better the image of the educational institution is, student satisfaction will get better. It is in line with a study by (Appuhamilage & Torii, 2019; Bakrie *et al.*, 2019; Hassan *et al.*, 2019; Leonnard *et al.*, 2014; Lunarindiah, 2018; Mulyono *et al.*, 2020; Shamsavar & Sudzina, 2017). The good image of an educational institution can also stimulate student loyalty. It is in line with a study by (Bakrie *et al.*, 2019; Hassan *et al.*, 2019; Shamsavar & Sudzina, 2017; Sugianto & Farida, 2018). However, it is in contrast to a study by (Appuhamilage & Torii, 2019; Leonnard *et al.*, 2014).

Customer satisfaction reflects the customer responses over the evaluation of the perceived incompatibility between the initial expectation before the usage and the

perceived actual performance of services the usage (Hassan *et al.*, 2019). Customer satisfaction becomes the initial turning point in measuring the success of a company. If the customers are satisfied with the services provided by the company, the next step is how to encourage them to be loyal against the provided services. Loyalty reflects customer behavior to use the company's services repeatedly and build customer loyalty towards the services provided by the company (Chandra *et al.*, 2018). The higher the student satisfaction against the services provided by the company, the student loyalty would increase more. It is in line with a study by (Africa *et al.*, 2017; Annamdevula & Bellamkonda, 2014; Appuhamilage & Torii, 2019; Chandra *et al.*, 2018; Dharmayanti *et al.*, 2018; Dora, 2017; Hassan *et al.*, 2019; Leonnard *et al.*, 2014; Munizu & Hamid, 2015; Shamsavar & Sudzina, 2017; Wulandari & Suryani, 2017). However, it is in contrast to a study by (Bakrie *et al.*, 2019; Ismanova, 2019; Lunarindiah, 2018).

Hypothesis Development

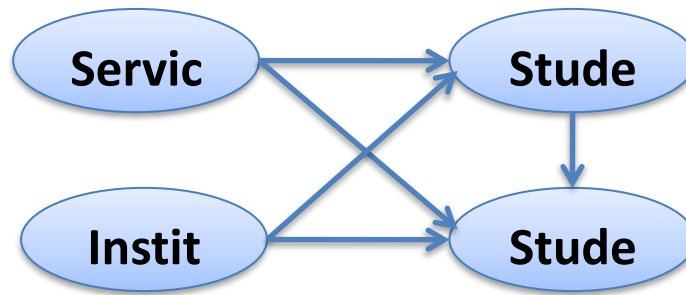
H₁: service quality influences student satisfaction in Senior High School Education

H₂: institutional image influences student satisfaction in Senior High School Education

H₃: service quality influences student loyalty in Senior High School Education

H₄: institutional image influences student loyalty in Senior High School Education

H₅: student satisfaction influences student loyalty in Senior High School Education.



Source : (Appuhamilage & Torii, 2019; Bakrie et al., 2019; Chandra et al., 2018)

Figure 2. Conceptual Framework

Method

Population and Sample

The study was conducted in Senior High School Education located on Kulim Ujung Street No.8 Pekanbaru. This research was conducted to support the previous studies by (Dimiyati, 2017) with the research object at Santri Pesantren Al Ma'soem and the studies by (Rayyani & Silfianti, 2020) with the research object at BPS & K1 Jakarta Senior High School Education. The population in this study was the active students in Senior High School Education

with a total of 88 students in the academic year 2020/2021. The sample was the research subjects representing all research population. The sampling technique used was a census method, all research populations were the sample.

Operational Variables

This study consisted of exogenous variables, namely service quality (X_1) and institutional image (X_2), while the endogenous variables were student satisfaction (Y_1) and student loyalty (Y_2).

Table 1. Operational Variable

Variable	Indicator	Source
Service Quality (X_1)	1. Tangibles	(Parasuraman <i>et al.</i> , 1988)
	2. Reliability	
	3. Responsiveness	
	4. Assurance	
	5. Empathy	
Institutional Image (X_2)	1. Institutional Accreditation	(Rangkuti, 2013)
	2. Institutional Life	
	3. Learning Atmosphere	
	4. Institutional Facility	
	5. Teacher Quality	
	6. Headmaster Quality	
Student Satisfaction (Y_1)	1. Feel Comfortable	(Tjiptono & Chandra, 2016; Chandra <i>et al.</i> , 2018)
	2. Share Positive Information	
	3. No Complaints	
Student Loyalty (Y_2)	1. Feeling Proud	(Griffin, 2012; Annamdevula & Bellamkonda, 2016)
	2. Commitment	
	3. Attachment	
	4. Recommend to Other People	

Data Collection Method

This study used primary data collected by distributing questionnaires that had been filled out by the respondents. Meanwhile, the secondary data were collected from library research and supporting research journals. The data collection was conducted for 4 months (November-February, 2021).

Data Analysis Technique

The data analysis technique used in this study was path analysis. Before designing the path equation, the preliminary research, including validity test, reliability test, and multicollinearity test was conducted to assess the feasibility of the research model that would be used.

Result

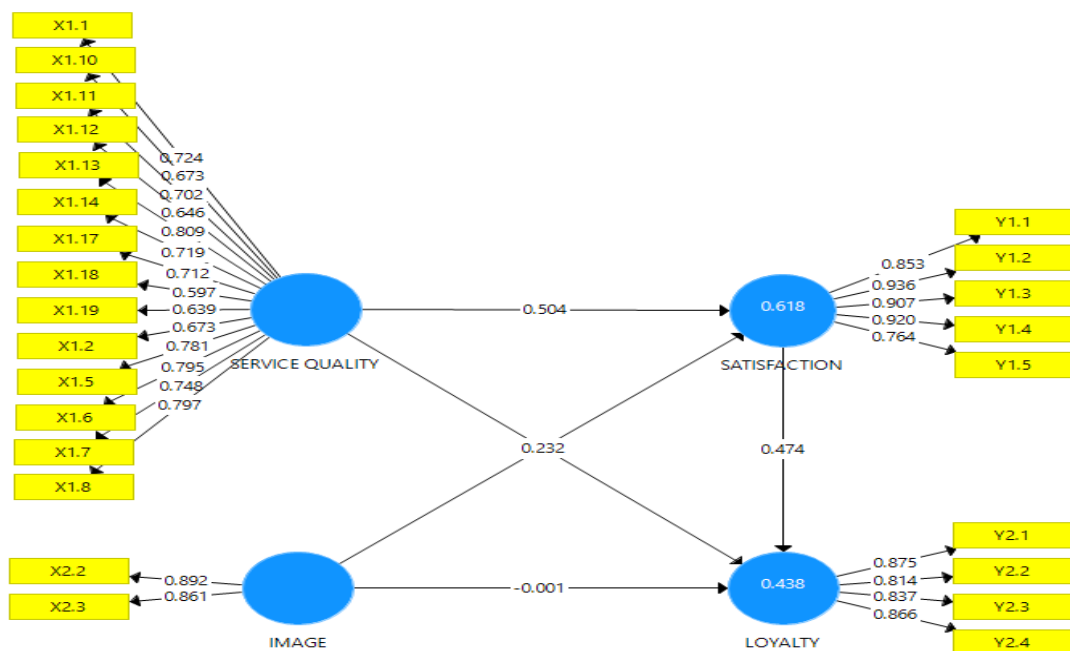
Respondents' Profiles

The sample used in this study was all students of Senior High School Education, namely 88 respondents in total. The

respondents' characteristics used in this study included gender and the previous junior high school.

Based on the recapitulation result for the questionnaire respondents, the information that had been collected showed that 58% were males and 42% were females. Regarding the information from Senior High School Education in the student data in the academic year 2020/2021, the total male respondents were higher than the total female respondents were.

Based on the recapitulation result for the questionnaire respondents, 73% of the students were from Junior High School Education and they continued their study in Senior High School Education. Meanwhile, the remaining or 27% of the students were from other senior high schools. This explained that most of the students of Junior High School Education continued their study to the senior high level.



Source : SmartPLS 3.0

Figure 2. Bootstrapping Research Model

Preliminary Study

Before conducting an assessment against the path analysis, the initial steps of the assessment, including validity test and

reliability test, were done. These tests were done against all research variables (service quality, institutional image, student satisfaction, and student loyalty).

Table 2. Loading Factor

Variable	Indicator	Loading Factor	AVE	Cronbach Alpha
Service Quality	X1.1	0.724	0.769	0.700
	X1.2	0.673		
	X1.3	0.781		
	X1.4	0.795		
	X1.5	0.748		
	X1.6	0.797		
	X1.7	0.673		
	X1.8	0.702		
	X1.9	0.646		
	X1.10	0.809		
	X1.11	0.719		
	X1.12	0.712		
	X1.13	0.597		
	X1.14	0.639		
Institutional Image	X2.1	0.892	0.720	0.872
	X2.2	0.861		
Student Satisfaction	Y1.1	0.853	0.771	0.924
	Y1.2	0.936		
	Y1.3	0.907		
	Y1.4	0.920		
	Y1.5	0.764		
Student Loyalty	Y2.1	0.875	0.516	0.927
	Y2.2	0.814		
	Y2.3	0.837		
	Y2.4	0.866		

Source : SmartPLS 3.0

Based on Table 2, it can be inferred that all research variables are valid since having an AVE and loading factor of more than 0.50 and reliable since having a cronbach's alpha of more than 0.60.

The multicollinearity test was aimed at assessing the correlation between the exogenous variables. The test was done using the Variance Inflation Factor (VIF).

Table 3. Multicollinearity Test

Variable	Student Satisfaction	Student Loyalty
Service Quality	1.602	2.268
Institutional Image	1.602	1.958
Student Satisfaction		2.621

Source : SmartPLS 3.0

Based on table 3 , it can be inferred that the research variables have a VIF value of less than 10. Hence, it can be inferred that this study was free of multicollinearity symptoms.

Coefficient of Determination (R^2)

The R^2 value showed how big the influence between exogenous variables and endogenous variables. The higher the R^2 value was, the influence would be better.

Table 4. Coefficient of Determination

Variable	R Square	Adjusted R Square
Student Satisfaction	0.618	0.606
Student Loyalty	0.438	0.410

Source : SmartPLS 3.0

Table 4 shows that the R^2 value is 0.606. It indicated that student satisfaction was influenced by service quality and institutional image of 60.6%, while the rest of 39.4% was influenced by other variables outside the study. Table 4 also shows that the R^2 value is 0.410. It indicated that student loyalty was influenced by service quality, institutional image, and student satisfaction of 41.0%, while the rest of 59.0% was influenced by other variables outside the study.

Path Analysis and Hypothesis Testing

Path analysis was used to know how big the influence of exogenous variables against the endogenous variables in the students of Senior High School Education. Meanwhile, hypothesis testing was used to know the influence of endogenous variables and exogenous variables partially.

Table 5. Path Analysis dan Hypothesis Testing

Variable	Original Sample	T Statistics	P Value
Service Quality >> Student Satisfaction	0.504	5.223	0.000
Institutional Image >> Student Satisfaction	0.369	3.684	0.000
Service Quality >> Student Loyalty	0.232	1.537	0.125
Institutional Image >> Student Loyalty	-0.001	0.012	0.990
Student Satisfaction >> Student Loyalty	0.474	3.546	0.000

Source : SmartPLS 3.0

The Influence of Service Quality on Student Satisfaction

The result of the path analysis also showed that the beta coefficient value between service quality and student satisfaction was 0.504. The result of the calculated t-test was 5.223 with a p-value of 0.000 ($p < 0.05$). It indicated that service quality positively and significantly influenced student satisfaction.

The Influence of Institutional Image on Student Satisfaction

The result of the path analysis showed that the beta coefficient value for the relationship between institutional image and student satisfaction was 0.369. The result of the calculated t-test was 3.684 with a p-value of 0.000 ($p < 0.05$). This indicated that institutional image positively and significantly influenced student satisfaction.

The Influence of Service Quality on Student Loyalty

The result of the path analysis showed that the beta coefficient value for the relationship between service quality and student loyalty was 0.232. The result of the calculated t-test was 1.537 with a p-value of 0.125 ($p > 0.05$). This indicated that service quality did not significantly influence student loyalty.

The Influence of Institutional Image on Student Loyalty

The result of the path analysis showed that the beta coefficient value for the relationship between institutional image and student loyalty was -0.001. The result of the calculated t-test was 0.012 with a p-value of 0.990 ($p > 0.05$). This indicated that institutional image did not significantly influence student loyalty.

The Influence of Student Satisfaction on Student Loyalty

The result of the path analysis showed that the beta coefficient value for the relationship between student satisfaction and student loyalty was 0.474. The result of the calculated t-test was 3.546 with a p-value of 0.000 ($p < 0.05$). This indicated that student satisfaction positively and significantly influenced student loyalty.

Discussion

The result of the respondents' responses stated that service quality was considered important by the respondents. This was supported by the result of the assessment showing a positive direction. It means that if service quality increases, student satisfaction will also increase. It is in line with the result of the hypothesis testing that service quality positively and significantly influenced student satisfaction in Senior High School Education. The finding of this study is in line with a study by (Annamdevula & Bellamkonda, 2016; Appuhamilage & Torii, 2019; Azam, 2018; Bakrie *et al.*, 2019; Chandra *et al.*, 2018; Dora, 2017; Hassan *et al.*, 2019; Jabbar *et al.*, 2020; Jiewanto *et al.*, 2012; Leonnard *et al.*, 2014; Lunarindiah, 2018; Munizu & Hamid, 2015; Mansari *et al.*, 2014; Permana *et al.*, 2020; Wulandari & Suryani, 2017). The service quality provided by Senior High School Education exceeded the students' expectations that made the students felt satisfied. It was proven by a statement that the teachers in Senior High School Education always provide updated materials related to the applicable education quality standard to help the students in maximizing the learning outcome. Besides, the teachers were able to create a conducive learning atmosphere so that it was able to make the students felt comfortable during the learning process. Good service quality could create student satisfaction during the study in Senior High School Education.

The result of the respondents' responses stated that institutional image was considered important by the respondents and this was supported by the result of the assessment showing a positive direction. It means that if institutional image increases, student satisfaction will also increase. It was in line with the result of the hypothesis testing that institutional image positively and significantly influenced student satisfaction in Senior High School Education. This finding was in line with a study by (Appuhamilage & Torii, 2019; Bakrie *et al.*, 2019; Hassan *et al.*, 2019; Leonnard *et al.*, 2014; Lunarindiah, 2018; Mulyono *et al.*, 2020; Shabsavar & Sudzina, 2017). The better the image built by Senior High School Education, it might increase student satisfaction. It was proven by a statement that Senior High School Education had B as the accreditation status indicating that education quality they offer can build students' characters and students' knowledge. If the institutional image can be continuously maintained and improved, it may create student satisfaction.

The result of the influence of service quality on student loyalty had a positive direction. It means that if service quality increases, student loyalty will also increase. However, the result of the hypothesis testing showed that service quality did not significantly influence student loyalty. It explained that service quality provided by Senior High School Education did not directly influence student loyalty. It was in line with a study by (Appuhamilage & Torii, 2019; Bakrie *et al.*, 2019; Chandra *et al.*, 2018). Nevertheless, it was in contrast to a study by (Annamdevula & Bellamkonda, 2016; Hassan *et al.*, 2019; Leonnard *et al.*, 2014; Lunarindiah, 2018; Munizu & Hamid, 2015; Permana *et al.*, 2020; Wulandari & Suryani, 2017). Even though, in general, the students were satisfied with the service quality provided by Senior High School Education, the students still had several complaints, such as insufficient parking spaces, insufficient sports field, and incomplete learning book collections in the

library. Student loyalty might be formed if the students got positive impressions during their study in Senior High School Education.

The result of the influence of institutional image on student loyalty had a negative direction. It means that if institutional image increases, student loyalty will decrease. The result of the hypothesis testing showed that institutional image did not significantly influence student loyalty. It explained that the institutional image built by Senior High School Education did not directly influence student loyalty. The institutional image could not be a variable having an ability to encourage or create student loyalty. This finding was in line with a study by (Appuhamilage & Torii, 2019; Leonnard *et al.*, 2014). However, it was in contrast to a study by (Bakrie *et al.*, 2019; Hassan *et al.*, 2019; Shabsavar & Sudzina, 2017; Sugianto & Farida, 2018). A good accreditation status did not guarantee that the students would be loyal against a certain educational institution. It was because many other educational institutions also had a similar accreditation status.

The result of the respondents' responses stated that satisfaction was considered important by the respondents and this was supported by the result of the assessment showing a positive direction. It means that if student satisfaction increases, student loyalty will also increase. It was in line with the result of the hypothesis testing that student satisfaction positively and significantly influenced student loyalty in Senior High School Education. This finding was in line with a study by (Africa *et al.*, 2017; Annamdevula & Bellamkonda, 2014; Appuhamilage & Torii, 2019; Chandra *et al.*, 2018; Dora, 2017; Hassan *et al.*, 2019; Leonnard *et al.*, 2014; Munizu & Hamid, 2015; Shabsavar & Sudzina, 2017; Wulandari & Suryani, 2017). However, it is in contrast to a study by (Bakrie *et al.*, 2019; Ismanova, 2019; Lunarindiah, 2018). Result for characteristics of respondent states that 73% of the students were from

Junior High School Education and they continued their study in Senior High School Education. Furthermore, the students considered that the teachers' quality in Senior High School Education could keep it up to date with the current development of education quality so that the students would feel comfortable and satisfied during their study in Senior High School Education. This condition was able to create student loyalty.

Conclusion

Based on the result of the assessment, it is known that service quality and institutional image significantly influence student satisfaction but did not influence student loyalty. In addition, the study shows that student satisfaction significantly influences student loyalty. It means that Senior High School Education has put a maximum effort in increasing student satisfaction and loyalty. To minimize the possibility of student dissatisfaction in Senior High School Education, the educational institution needs to understand the students' wishes and expectations, especially in the provision of learning facilities. Senior High School Education should provide library resources that are relevant to the current development of curriculum and education quality so that the students' learning process can be more optimal. This is because the statement gets a low mean score, indicating that the library resources provided by Senior High School Education do not support the ongoing learning process yet.

Limitation and Future Research

The current study is limited only to the use of service quality and institutional image as the variables that can stimulate student satisfaction and loyalty. Hence, the result is not perfect yet. For further research, it is expected to involve other variables to detect the factors that can influence student satisfaction and loyalty.

Notes on Contributors

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