

## **The Influence of Service Quality and College Image on Student Satisfaction and Its Implications for Student Loyalty**

**Linda Rahmadhani Harahap** <sup>✉1</sup>, **Y.Ony Djogo**<sup>2</sup>, **Finny Redjeki**<sup>3</sup>

*1,2,3 Master of Management, Sangga Buana YPKP University, Indonesia*

### **Abstract**

This study aims to analyze the influence of Service Quality and College Image on Student Satisfaction and its implications on Loyalty at the Bangkinang Riau College of Economics. The background of this study is based on the decline in the number of students every year and poor service quality which is suspected to reduce student loyalty. The method used is quantitative with a descriptive and verification approach. The number of respondents was 177 people who were determined by the Slovin technique. The data analysis technique used path analysis to test the direct and indirect relationships between variables. The results showed that Service Quality and College Image had a significant effect on Performance, with coefficients of 0.496 and 0.416, respectively. Student Satisfaction also had a significant effect on Loyalty with a coefficient of 0.784. In addition, the indirect effect of Service Quality on Loyalty through Student Satisfaction was 0.708, while the direct effect was only 0.502. The total contribution of the model to the Loyalty variable was 90.4% ( $R^2 = 0.904$ ). The conclusion of this study is that service quality and the image of the college play a significant role in increasing student satisfaction and loyalty. Therefore, it is necessary to improve the image of the Bangkinang College of Economics.

Keyword: Service Quality, College Image, Student Satisfaction, Loyalty

Copyright (c) 2026 Linda Rahmadhani Harahap

---

✉ Corresponding author :

Email Address : [lindarahmadhanihrp@com](mailto:lindarahmadhanihrp@com)

### **INTRODUCTION**

Education has become a fundamental pillar shaping human culture and civilization throughout history. In this rapidly evolving digital era, higher education institutions no longer function solely as educational bodies but also as "brands" competing in a dynamic education market. Much like corporations marketing their products, universities must build a strong reputation and identity. To maintain their existence and enhance competitiveness, institutions must pay serious attention to the quality of service provided to students as their "consumers." Premium service quality is expected to increase student satisfaction, which ultimately yields a positive impact on their loyalty to the institution, creating a virtuous cycle between service, satisfaction, and loyalty (Kotler, 2016).

Student satisfaction is a fundamental indicator of a higher education institution's success. It serves as a barometer showing how well the institution fulfills its promises and the expectations it has established. Students who feel satisfied with the services provided tend to become loyal and even act as advocates for the institution, providing positive recommendations to prospective students (Ambartiasari, G., 2017).

In the field of education, service quality can be defined as the gap between what students expect and their perception of the service provided. Service quality in education relates to the student's overall assessment of the services received or their educational experience (Loppies, 2018). Image is a set of beliefs, ideas, and impressions that a person holds regarding an object (Abdillah, L.J., 2020). Image plays a crucial role in marketing an organization because it has the potential to influence consumer perceptions and expectations regarding the goods or services offered, which ultimately affects consumer satisfaction. An image is a reality; therefore, the development and improvement of that image must be based on reality (Astuti, M. F., 2021).

Student loyalty is the ultimate goal for every higher education institution. It is defined as a deep commitment to continue choosing and recommending the institution in the future, regardless of various offers or promotions from other campuses. This is not merely about choosing a campus for lectures but involves a strong emotional and rational bond. Loyal students will not only complete their studies at the institution but will also become active "ambassadors," spreading positive information and recommending their alma mater to prospective students, including family and friends. This loyalty can also manifest in active participation as alumni, providing financial support, or staying involved in campus activities (Ambartiasari, G., 2017).

Students are the primary customers of a higher education institution. The implication of this view is significant: educational services must be student-oriented. Educational service is a right that must be provided by the institution as a service provider to its students. This concept emphasizes that a student-centered approach is the key to achieving success in the higher education environment, not only academically but also in terms of the overall student experience.

As one of the higher education institutions in Bangkinang Regency, the Sekolah Tinggi Ilmu Ekonomi (STIE) Bangkinang plays a vital role in producing competent economic graduates ready to compete in the professional world. Quality graduates reflect the institution's commitment to education. However, in its efforts to continuously improve competitiveness and relevance, STIE Bangkinang must pay serious attention to student satisfaction as a key indicator of institutional success. This is a direct reflection of the campus's operational and strategic effectiveness. The

student enrollment data at STIE Bangkinang in 2024 shows dynamics that require careful observation:

<b>Academic Year</b>	<b>Manajement Students</b>	<b>Accounting Students</b>	<b>Masters Degree Students</b>
<b>2024/2025</b>	143	66	107
<b>2023/2024</b>	406	126	80
<b>2022/2023</b>	459	136	129

Source: PDDIKTI 2025

The declining trend in student enrollment over the past few years indicates issues that require further investigation. This decrease may reflect various factors, including but not limited to, the perceived service quality by students, the institutional image in the public eye, or perceptions regarding the career prospects of graduates. Identifying the root causes of this decline is critical for formulating effective student recruitment and retention strategies.

According to the 2024 student satisfaction report from the Quality Assurance Body of STIE Bangkinang, the level of service quality provided by the institution remains low. Evaluation results show that student satisfaction in the reliability aspect is at 50%, responsiveness at 60%, assurance at 60%, empathy at 83%, and tangibles at 65%. This is evident in the lack of speed and responsiveness in providing services and handling student complaints, particularly due to the decentralized nature of STIE Bangkinang, which is not integrated into a single location.

This situation leads to limited information across several campuses and delays in handling emerging complaints or problems. Furthermore, the low quality of higher education services is reflected in the tangible aspect, where facilities such as buildings and supporting infrastructure – including waiting rooms, discussion areas, and cafeterias – are incomplete. This results in discomfort for students during administrative transactions with staff, while on campus, and throughout the academic process.

Based on a preliminary survey conducted by the researcher with 30 respondents to assess satisfaction regarding the institutional image, several issues were identified, including students feeling insecure and lacking confidence when in environments outside the campus. The survey suggests this occurs because the institution's brand identity is not yet well-recognized or easily remembered by the general public. Additionally, the institution has yet to establish a distinctive, superior identity that sets it apart from other colleges.

The challenges faced by STIE Bangkinang are further reflected in the perception among students that in the current era, many institutions have transformed into universities, while STIE Bangkinang remains in the "College" (Sekolah Tinggi) cluster. This perception can negatively affect the institution's image

in the eyes of the public and prospective students. This phenomenon potentially creates doubt regarding the institution's relevance and future prospects, especially as general trends in higher education development show a push for institutional upgrading. In addition to low service quality, the institutional image faces several issues, notably students feeling less confident when representing the campus in external environments.

Therefore, building and managing a positive and relevant image for STIE Bangkinang is crucial, not only through academic and service quality but also through effective communication strategies to shift market perceptions and demonstrate its comparative advantages. This study aims to analyze the relationship between service quality and institutional image on student satisfaction and loyalty at STIE Bangkinang, as a strategic effort to understand and overcome the challenges of declining enrollment and competition in the era of higher education globalization.

## **METHODOLOGY**

This research employs a quantitative approach, as it is based on numerical data processed statistically to answer the research questions (Sugiyono, 2018). The type of research used is causal associative research, which aims to determine the cause-and-effect relationships between variables, both partially and simultaneously. The data sources for this study consist of primary and secondary data. Primary data is obtained directly from the original source; in this study, it is collected by distributing questionnaires to respondents, specifically active students at STIE Bangkinang. Secondary data is sourced from textbooks, library references, literature, previous research findings in journals, and other information from trusted articles. The population consists of 316 active undergraduate and postgraduate students currently enrolled at STIE Bangkinang. The sampling technique used is Stratified Cluster Sampling, with the selection of sample members conducted through Proportional Cluster Random Sampling. The total number of respondents is 177 students, comprising 80 Management students, 37 Accounting students, and 60 Master's degree students. The data analysis methods include descriptive and verificative analysis. According to Sugiyono (2018), descriptive statistical analysis is used to analyze data by describing or illustrating the collected data as it is, without the intention of making general conclusions or generalizations. The verificative analysis in this study is conducted using Path Analysis. The primary analysis aims to test whether the path constructs are empirically supported. Subsequent analysis is performed to determine the direct and indirect effects of a set of independent variables on the dependent variable.

## **RESULTS AND DISCUSSION**

### **Results**

**a. Results of Descriptive Analysis of Service Quality**

The Service Quality variable consists of 12 (twelve) statement items which are summarized in the following table.

**Tabel 1. Descriptive Service Quality**

No	Statement	Alternative Response Scores					Total Score	Average
		5	4	3	2	1		
1	Campus physical facilities (classrooms, buildings) are well-maintained.	119	57	0	0	0	823	4.64
2	Learning support equipment (LCD, WiFi, Labs) functions properly.	128	48	0	0	0	832	4.70
3	Administrative and academic staff appear neat and professional.	133	43	0	0	0	837	4.72
4	Staff provide services accurately, consistently, and reliably.	0	20	12	32	0	510	2.88
5	Administrative procedures on campus run efficiently and systematically.	0	14	11	45	0	491	2.77
6	Staff demonstrate a sincere willingness to assist students with difficulties.	125	51	0	0	0	829	4.68
7	Staff responsiveness in addressing student requests or complaints.	117	59	0	0	0	821	4.63
8	Staff possess extensive knowledge regarding campus service procedures.	148	28	0	0	0	852	4.81
9	Staff are polite and friendly when serving students.	131	45	0	0	0	835	4.71
10	Staff are able to provide a sense of security and trust to students.	116	60	0	0	0	820	4.63
11	Staff provide personalized attention to student needs.	144	32	0	0	0	848	4.79
12	Staff understand and care about student interests or constraints.	130	46	0	0	0	834	4.71
<b>Total Service Quality Score</b>						9332		
<b>Average (Standard Deviation)</b>						4.39 (0.77)		
<b>Category</b>						Excellent		

Source: Primary Data Processing Results, 2025

Based on the data processing results outlined in Table 4.2 above, the total score for the Service Quality variable is 9332, with an average of 4.39. This score ranges from >4.21 to 5.00. Therefore, the calculation results indicate that respondents' perceptions of Service Quality are in the good category.

### Highest Score

P8 = 4.81 (Staff have extensive knowledge of campus service procedures.)

### Lowest Score

P3 = 3.82 (Campus administrative procedures run efficiently and orderly)

### b. Results of Descriptive Analysis of College Image

The College Image variable consists of 12 (twelve) statement items which are summarized in the following table.

**Table 2. Descriptive Image of College**

No	Statement	Alternative Response Scores					Total Score	Average
		5	4	3	2	1		
1	STIE Bangkinang has a good and transparent reputation in the eyes of the public.	118	58	0	0	0	822	4,64
2	The quality of education at STIE Bangkinang meets high standards.	131	45	0	0	0	835	4,71
3	The accreditation status of the institution and study programs makes me proud.	130	46	0	0	0	834	4,71
4	Lecturers possess profound competence and expertise in their respective fields.	142	34	0	0	0	846	4,77
5	Lecturers use engaging and easy-to-understand teaching methods.	107	69	0	0	0	811	4,58
6	Lecturers are accessible and friendly during consultations.	153	23	0	0	0	857	4,84
7	The curriculum and course materials are highly relevant to future needs.	118	57	0	0	0	818	4,62
8	STIE Bangkinang graduates have broad career opportunities in the professional world.	0	19	153	3	0	541	3,05
9	STIE Bangkinang alumni are known for their high performance.	55	64	51	6	0	684	3,86
10	STIE Bangkinang is active in providing clear information to students.	131	45	0	0	0	835	4,71
11	STIE Bangkinang is recognized as a campus with high integrity.	127	49	0	0	0	831	4,69
12	Positive recommendations about this campus are widespread in my social circles.	143	33	0	0	0	847	4,78
<b>Total Service Image Collage Score</b>						9561		
<b>Average (Standard Deviation)</b>						4.50 (0.45)		
<b>Category</b>						Excellent		

Source: Primary Data Processing Results, 2025

Based on the data processing results outlined in Table 4.3 above, the total score for the College Image variable is 3148 with an average of 4.10. This score ranges from >4.21 to 5.00. Therefore, the calculation results indicate that respondents' perceptions of College Image are in the Very Good category. If depicted using a continuous line, it would look like the following figure.

Highest Score

P6 = 4.84 (Lecturers are approachable and friendly during consultations.)

Lowest Score

P8 = 3.05 (STIE Bangkinang graduates have broad career opportunities in the workforce)

### c. Results of Descriptive Analysis of Student Satisfaction

The Student Satisfaction Variable consists of 11 (eleven) statement items which are summarized in the following table.

**Table.3 Descriptive Student Satisfaction**

No	Statement	Alternative Scores			Response		Total Score	Average
		5	4	3	2	1		
1	Academic Advisors (PA) provide accurate and effective study guidance.	119	57	0	0	0	823	4.65
2	The campus successfully creates an atmosphere that students take pride in.	128	48	0	0	0	832	4.70
3	The learning experience on this campus meets my academic expectations.	128	48	0	0	0	832	4.70
4	Registration, payment, and scholarship information processes are easily accessible.	146	30	0	0	0	850	4.80
5	The institution values and treats students as a service priority.	105	71	0	0	0	809	4.57
6	I feel safe and comfortable within the campus environment.	150	26	0	0	0	854	4.82
7	The campus provides full support for student organization activities.	1	23	97	48	6	490	2.77
8	Teaching and learning processes in class are managed professionally by	1	6	105	59	2	464	2.62

	the institution.								
9	Communication between campus management and students is effective.	119	52	0	4	0	811	4.58	
10	Library and laboratory facilities provide satisfaction in supporting studies.	126	49	1	0	0	829	4.68	
11	Campus management is highly responsive to student aspirations.	2	4	108	54	7	465	2.63	
<b>Total Service Satsufaction Score</b>							8059		
<b>Average (Standard Deviation)</b>							4.14 (0.92)		
<b>Category</b>							Good		

Source: Primary Data Processing Results, 2025

Based on the data processing results outlined in Table 4.4 above, the total score for the Student Satisfaction variable is 8059 with an average of 4.14. This score ranges from >3.40 to 4.20. Therefore, from these calculations, it can be concluded that respondents' perceptions of Student Satisfaction are in the good category. If depicted using a continuous line, it would look like the following figure.

Highest Score

P1 = 4.82 (I feel safe and comfortable on campus.)

Lowest Score

P3 = 2.63 (Campus management is very responsive to student aspirations)

#### d. Results of Descriptive Loyalty Analysis

The Loyalty variable consists of 8 (eight) statement items which are summarized in the following table.

**Tabel 4. Descriptive Loyalty**

No	Statement	Alternative Response Scores					Total Score	Average
		5	4	3	2	1		
1	I am committed to completing my studies at this campus until graduation.	115	61	0	0	0	819	4,62
2	I have no desire to transfer to another higher education institution.	127	48	1	0	0	830	4,68
3	I am willing to recommend STIE Bangkinang to others.	1	0	70	100	3	418	2,36

No	Statement	Alternative Response Scores					Total Score	Average
		5	4	3	2	1		
4	I often provide positive testimonials about this campus to outsiders.	90	63	23	0	0	771	4,35
5	If I decide to pursue a Master's degree, I would choose this campus again.	1	0	33	137	0	474	2,67
6	I am interested in being active in alumni association activities after graduation.	129	47	0	0	0	833	4,70
7	I feel proud to be part of the STIE Bangkinang family.	113	63	0	0	0	817	4,61
8	I fully support the vision and mission that the campus aims to achieve.	144	32	0	0	0	704	3,97
Total Loyalty Score						5666		
Average (Standard Deviation)						4.00 (0.95)		
Category						Good		

Source: Primary Data Processing Results, 2025

Based on the data processing results outlined in Table 4.5 above, the total score for the Loyalty variable is 5666, with an average of 4.00. This score falls within the range of >3.40 - 4.20. Therefore, from these calculations, it can be concluded that respondents' perceptions of Loyalty are in the good category.

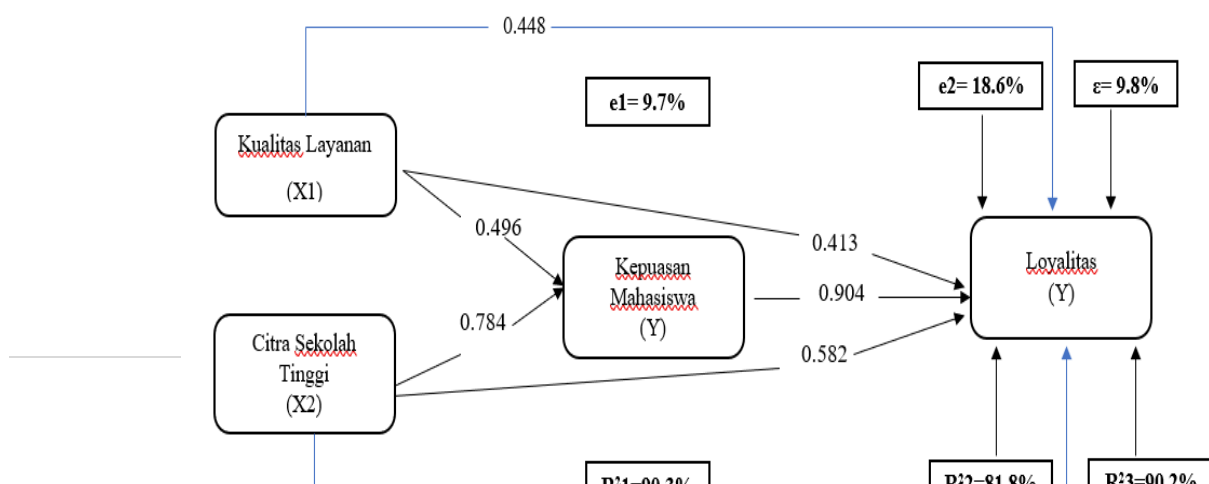
Highest Score

P6 = 4.70 (I am interested in being active in alumni association activities after graduation.)

Lowest Score

P3 = 2.36 (I am willing to recommend STIE Bangkinang to others.)

### 1) Path Analysis Statistical Test Results



### Picture.1 Path Analysis Statistical Test Results

Due to the limitations of the measurement scale of research variable data (i.e., the ordinal scale), before testing the influence of these variables, the ordinal data must first be converted or transformed into an interval scale using the method of successive intervals.

## Discussion

### *Analisis Deskriptif*

#### a. Service Quality (X1)

The descriptive analysis results show that the Service Quality variable (using the Adult Student Priority Survey instrument) obtained an average score of 4.39. This value falls into the Very High category. This indicates that students perceive real effectiveness in academic services, the registration process, and campus security. In line with Aitken's (2021) research in the *Journal of Higher Education Marketing*, student-centered service quality is a crucial factor in creating value in higher education institutions. This high score reflects STIE Bangkinang's ability to meet the service attributes considered important by adult students.

#### b. Image of Collage (X2)

The College Image variable had an average score of 4.50, which is included in the Very High category. This figure indicates that STIE Bangkinang has a very positive reputation regarding integrity, achievement, and visual impression in the eyes of students. According to Mustafa et al. (2020) in their research on *Corporate Image in Higher Education*, a strong institutional image is influenced by student perceptions of the quality of graduates and the institution's social contributions. These results prove that STIE Bangkinang's communication strategy and positioning have been very well formed in the minds of students.

#### c. Student Satisfaction (Z)

The average Student Satisfaction score was 4.14, indicating a High category. This indicates students were satisfied with the overall educational experience, including facilities and interactions on campus. Referring to Santini et al. (2017) and reinforced by Aydin (2023), student satisfaction in the context of modern higher education is not only about physical facilities, but also the accumulation of emotional experiences

and academic achievements. These findings confirm that STIE Bangkinang has succeeded in providing a learning experience that meets student expectations.

d. Student Loyalty (Y)

Loyalty has an average score of 4.00, categorized as High. This indicates students' desire to complete their studies on time and their willingness to recommend the institution to others. This explanation is supported by Mulyana's (2016) theory in the journal of educational management, which states that loyalty is a commitment to maintain a relationship with an institution. Furthermore, Teeroovengadum et al. (2019) emphasize that in the highly competitive higher education sector, loyalty (including the willingness to be an active alumni) is the outcome of satisfaction and a well-maintained image.

*Verification Analysis*

a. *The Influence of Service Quality (X1) on Student Satisfaction (Y)*

The analysis results show that Service Quality has a direct influence on Student Satisfaction with a path coefficient of 0.496. This indicates that quality dimensions such as academic effectiveness and registration services contribute positively to increasing satisfaction. This finding is supported by Aitken (2021), who stated that student-centered service quality is a key determinant of satisfaction in higher education institutions.

b. *The Influence of College Image (X2) on Student Satisfaction (Y)*

College image has a direct influence on student satisfaction with a coefficient of 0.784. This very strong coefficient indicates that reputation, integrity, and visual impression of STIE Bangkinang are the most dominant factors in shaping student satisfaction. In line with Mustafa et al. (2020), a positive institutional image creates emotional value that increases students' satisfaction with their choice.

c. *The Influence of Student Satisfaction (Y) on Student Loyalty (Z)*

The coefficient of direct influence of student satisfaction on loyalty is 0.904. This very high value indicates that satisfaction is an absolute prerequisite for loyalty. Satisfied students are more likely to persist until graduation and recommend their alma mater to others. This aligns with Aydin's (2023) research, which found that the accumulation of academic and non-academic satisfaction directly strengthens students' loyalty intentions.

d. *Indirect Influence through Student Satisfaction (Y)*

Path analysis also proves the role of Student Satisfaction as a mediating variable:

1. *Service Quality on Loyalty through Satisfaction  $X1 \rightarrow Y \rightarrow Z$ :*

The indirect effect is 0.448 ( $0.496 \times 0.904$ ). This value is much greater than the direct effect of X1 on Z (0.313). This means that service quality will have a much more effective impact on loyalty if it can first create satisfaction.

2. *College Image on Loyalty through Satisfaction  $X2 \rightarrow Y \rightarrow Z$ :*

The indirect effect is 0.708 (0.784 X 0.904). This value is also higher than the direct effect of X2 on Z (0.582). This indicates that a good institutional image will strongly encourage student loyalty when mediated by high levels of satisfaction.

## CONCLUSION

Service Quality and College Image at Bangkinang College of Economics are classified as excellent, while Student Satisfaction and Loyalty are categorized as good. Service Quality has a positive and significant effect on Student Satisfaction, and College Image likewise exerts a positive and significant influence on Student Satisfaction. Moreover, Service Quality and College Image simultaneously have a significant impact on Student Loyalty. Student Satisfaction itself also shows a positive and significant effect on Loyalty, reinforcing its role as a key mediating variable. In addition, both Service Quality and College Image have direct positive and significant effects on Loyalty. Furthermore, Service Quality demonstrates a significant indirect effect on Loyalty through Student Satisfaction, as supported by the results of the path analysis model.

## References :

- Abdillah, L. J. (2020). Pengaruh Desain Produk, Citra Merek, Dan Religiusitas Terhadap Keputusan Pembelian Dengan Minat Beli Sebagai Variabel Intervening Pada Produk Maternal Disaster, *Jurnal Capital : Kebijakan Ekonomi, Manajemen dan Akuntansi*, 3(1), 118-138.
- Aitken, R., Watkins, L., Williams, J., & Kean, A. (2020). The positive role of labelling on consumers ' perceived behavioural control and intention to purchase organic food. *Journal of Cleaner Production*, 255, 120334. <https://doi.org/10.1016/j.jclepro.2020.120334>
- Ambartiasari, G., Lubis A., Chan S. (2017). Pengaruh Kualitas Layanan, Kepercayaan, dan Fasilitas Kampus terhadap Kepuasan dan Dampaknya kepada Loyalitas Mahasiswa Politeknik Indonesia Venezuela, *Jurnal Manajemen Inovasi*, 8(3), 12-23
- Astuti, M. F., & Mulyawan, A. (2021). Dampak Kualitas Produk dan Citra Merek Terhadap Kepuasan Implikasinya pada Loyalitas Pelanggan Kosmetik. *Journal of Islamic Economics and Business (JIEB)*, 1(2), 90-105.
- Aydin, S. B. (2023). The relationship between self-compassion and burnout in university students. December, 1-46. <https://doi.org/10.13140/RG.2.2.18571.67362>
- Dami, Z., & Loppies, P. (2018). Efikasi Akademik Dan Prokrastinasi Akademik Sebagai Prediktor Prestasi Akademik. *Jurnal Manajemen Pendidikan*, 5, 74-85.
- Kotler, P., & Keller, K. L. (2016). *Marketing Management* (15th ed.). Pearson Education
- Mulyana, Andy & Ayuni, Devi. (2016) Hubungan antara Kualitas Jasa, Citra Destinasi, Kepuasan Pengunjung dan Niat mengunjungi Kembali Taman wisata air terjun di bogor. *Jurnal Manajemen Indonesia*. 16 (3), 40-44

- Mustafa, P.S. dkk. (2020). Metodologi Penelitian Kuantitatif, Kualitatif, dan Penelitian Tindakan Kelas dalam Pendidikan Olahraga. Malang : Universitas Negeri Malang Santini et al. (2017)
- Santi, Ellysa Rahma dan Akhmad Supriyanto. "Pengaruh Kualitas Produk, Kepuasan Pelanggan, Dan Promosi Online Terhadap Minat Beli Ulang (Studi Kasus Pada sate Taichan Banjar D<sup>TM</sup>licious)", Jurnal sains Manajemen dan Kewirausahaan 4, no. 1 (2020): 52.
- Sugiyono. 2018. Metode Penelitian Kuantitatif, Kualitatif, dan R&D, penerbit Alfabeta, Bandung
- Teeroovengadum, V., Nunkoo, R., Gronroos, C., Kamalanabhan, T. J., & Seebaluck, A. K. (2019). Higher education service quality, student satisfaction and loyalty: Validating the HESQUAL scale and testing an improved structural model. *Quality Assurance in Education*, 27(4), 427–445. <https://doi.org/10.1108/QAE-01-2019-0003>