

THE EFFECT OF UNIVERSITY IMAGE, REPUTATION, AND STUDENT SATISFACTION ON STUDENT LOYALTY

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ABSTRACT

Higher education institutions face various challenges in achieving growth amidst competitive competition, so it is necessary to evaluate the measurement of image, reputation, student satisfaction, and loyalty. These factors are important for universities to achieve long-term goals by increasing student satisfaction and loyalty. This research aims to analyze the influence of university image, university reputation, and student satisfaction on student loyalty. This research method is descriptive causality with a quantitative method approach using purposive sampling techniques and has 348 respondents as students at Esa Unggul University. Data analysis uses the Structural Equation Model Partial Least Square (SEM-PLS) method. The research results show that university image and reputation have an impact on increasing student satisfaction. Then, university image, student satisfaction, and university reputation can increase student loyalty. Furthermore, university image and reputation have a significant effect on student loyalty through student satisfaction. Thus, the findings of this research can be used as an evaluation of Esa Unggul University students' assessments in an effort to obtain student satisfaction and student loyalty from the university image, university reputation, and student satisfaction factors.

Keywords: Higher Education, Student Loyalty, Student Satisfaction, University Image, University Reputation.

1. Introduction

Education plays an important role in the growth of a country and educational progress in a country symbolizes the development of the country as a whole (Chen & Esangbedo, 2018). In Indonesia, the higher education system faces challenges, and to meet the expectations and demands of its development in line with international standards, higher education institutions are still undergoing intense changes (Chen & Esangbedo, 2018). Higher education is an important social and educational structure in the formation of citizens and society (Qazi et al., 2021). (Azoury et al., 2014) argue that universities are not only higher education institutions but also businesses. Greater competition today is to attract the best and brightest students, lecturers and research investments but, due to the lack of differentiating factors, universities are increasingly similar to each other and it is difficult to attract quality students, thus, competitiveness of higher education is reduced (Azoury et al., 2014). Higher education institutions should also invest in increasing resources with the aim of achieving favorable perceptions among their stakeholders (Azoury et al., 2014). The level of competition continues to increase in the higher education sector (Lafuente-Ruiz-de-Sabando et al., 2018). Factors such as globalization, level of internationalization, market changes, and reduced limited government funding are barriers (Hemsley-Brown et al., 2016; Verčič et al., 2016). The highly competitive competition between universities in recent years has sparked interest among institutions

to know more about how to differentiate themselves from other academic competitors (Lafuente-Ruiz-de-Sabando et al., 2018).

A deeper understanding of how certain levels of student satisfaction can be achieved and awareness of the measurement of student satisfaction levels is essential for competitive advantage (Emrah Cengiz, 2010). Student satisfaction with the University is obtained through the learning process, academic and non-academic activities, as well as adequate facilities and infrastructure (Kaushal & Ali, 2020). The university image is a valuable aspect that helps institutions survive in intense market competition (Landrum et al., 2008). Universities must immediately develop effective plans to compete and survive in the market. The main strategy used by universities in facing a highly competitive environment is to create an image of their university (Chandra et al., 2019). Then in the process the University creates differentiating factors for itself that can increase its competitive advantage over other competitors (Panda et al., 2019). The image of the University can be conveyed through advertising, public relations, display design such as facilities, logos, conversations about the university through word of mouth about experiences shared with others (Sofia, 2020; Palacio et al., 2002).

University reputation makes a significant contribution to effectively managed service-oriented organizations, as this reputation plays a strategic role in the future sustainability of higher education institutions (Su et al., 2016). Furthermore, higher education institutions that can be trusted by society with a good reputation are considered positive assets that create financial and other value for organizations and stakeholders (Verčič et al., 2016). The University's reputation is demonstrated through the achievements of the academic community, accreditation, quality of graduates, innovation, environmental and community awareness, academic atmosphere and good service levels (Vidaver-Cohen, 2007; Loureiro et al., 2017).

In addition, most of the literature emphasizes the idea that university reputation, university image and student satisfaction can be predictors of student loyalty (Alves & Raposo, 2007; Brown & Mazzarol, 2009; Nguyen & LeBlanc, 2001; Tarus & Rabach, 2013). Therefore, Universities wish to gain valuable insights in building and maintaining a strong university brand, and to create long-term student loyalty, (Hsu et al., 2016; Garipağaoğlu, 2016; Pringle & Fritz, 2019). This increases interest in the image and reputation of universities to achieve sustainable market growth (Missaghian & Pizarro Milian, 2019; Pringle & Fritz, 2019). Every institution, including universities, has the main goal of building a loyal customer base, in this case, students (Brech et al., 2017).

Higher education institutions need to develop innovative marketing strategies to differentiate themselves from their competitors (Bonilla Quijada et al., 2022). Students also express their loyalty to higher education through communication means (Bonilla Quijada et al., 2022; Shields & Peruta, 2019). The main factor of customer loyalty is institutional reputation (Tarus & Rabach, 2013), so it is very important to consider the vision of student loyalty and the elements that influence their loyalty behavior in determining optimal organizational strategies (Helgesen & Nasset, 2007; Yap et al., 2012). Student loyalty is shown in positive impressions to the public, willingness to recommend, desire to continue their education, as well as supporting and contributing to University activities (Martha-Martha & Priyono, 2018; Annamdevula & Bellamkonda, 2016). (Dehghan et al., 2014) stated that student loyalty has an important role in the academic world and is a strategic focus for higher education institutions. Furthermore, (Dehghan et al., 2014) also explained that the level of student loyalty is influenced by the university's reputation, student satisfaction, and university image.

Esa Unggul University (UEU) is one of the best private universities as a top campus in Indonesia which is the main choice for people to pursue higher education, which creates students who are Smart, Creative and Entrepreneurial, has a VISION, namely to become a world class university based on intellectuality, superior creativity and entrepreneurship in the quality of management (process) and results (output) of Tri Dharma Higher Education activities and has a MISSION: Providing quality and relevant education, creating a conducive academic atmosphere, creating leaders with character and high competitiveness. UEU has the academic quality of students and lecturers, services, facilities and infrastructure, research and community service as well as the quality of graduates being the main priority to achieve World Class University (Universitas Esa Unggul, 2020). Based on

the results of the UEU student survey from the UEU Quality Assurance Management Information System in 2021 – 2023, it shows that students' satisfaction with management services, learning process support services, student activities, finance, facilities and infrastructure, unit services, and the implementation of the educational process obtained an index GOOD assessment. Furthermore, in UEU's efforts to improve its image and reputation, it succeeded in achieving the 2023 UniRank version ranking with a ranking of 5 PTS in Jakarta, 19 PTS in Indonesia and 49 PTS in the National. To achieve image, reputation and student satisfaction in sustainable UEU growth, it is important to increase student loyalty. Thus, the importance of this research was to analyze University Image, University Reputation, Student Satisfaction, and Student Loyalty among UEU students.

Based on several previous research results conducted by Kaushal & Ali, (2020), Panda et al. (2019) and Bakrie et al. (2019) shows that University Reputation can increase Student Satisfaction. Then the results of research from Chandra et al., (2019), and Irfan et al., (2020) stated that University Image was able to increase Student Satisfaction. Furthermore, studies from Ali et al., (2015), Chandra et al., 2019), and Masserini et al., (2019) reveal that University Image increases Student Loyalty. Then, research from Qazi et al., (2022), Kaushal & Ali, (2019), Chandra et al., (2019), Chandra et al., (2018), Annamdevula & Bellamkonda, (2016), Nathania et al., (2022) and Masserini et al., (2019) stated that Student Satisfaction increases Student Loyalty. The results of research from Pinar et al., 2020 and Bakrie et al. (2019) revealed that University Reputation has an impact on Student Loyalty. Furthermore, research results from Bakrie et al., (2019) and Kaushal & Ali, (2019) stated that University Reputation has a positive effect on Student Loyalty through Student Satisfaction. And finally, research results from Mohamad & Awang, (2009) explain that the influence of University Image has a positive effect on Student Loyalty through student Satisfaction.

However, this research proposes a different research model from the previous one, and the research object is at Esa Unggul University. The aim of this research is to analyze the influence of University Reputation, University Image on Student Satisfaction, the influence of University Image, Student Satisfaction, and University Reputation on Student Loyalty, as well as the influence of University Reputation, University Image on Student Loyalty through Student Satisfaction at Esa Unggul University. This research can contribute to the theoretical or scientific level of marketing management and also contribute research to the description of the variables University Image, University Reputation, Student Satisfaction and Student Loyalty at Esa Unggul University.

LITERATURE REVIEW

University Reputation

University reputation refers to "the subjective and collective recognition or assessment of the parties involved towards the university, which reflects their views, attitudes, evaluations, level of trust, admiration, positive feelings, and appreciation towards the university over time as a result of the university's actions in the past, which can help in achieving sustainable competitive advantage for the university" (Hoffmann et al., 2016). According to Mitnick & Mahon (2007), reputation is the perception of one or several observers towards an individual or an organization, where this perception arises because of the performance or quality of the individual or organization. Eckert (2017) states that the reputation of universities is relatively stable and tends to be long-term as a result of collective assessments from outside parties regarding the actions and achievements of a company.

The term "reputation" refers to the overall view formed by an individual in his mind about something or someone (Chen & Esangbedo, 2018). Meanwhile, Khoi (2021) also believes that this includes beliefs, emotions, points of view, habits, appropriate behavior, and the impression a person has about something or someone. The reputation of an educational institution is related to the conceptual image of the institution's past, present, and future prospects in determining the general attractiveness of an educational institution for its stakeholders (Azeem et al., 2019). Furthermore, university reputation (UR) is a concept characterized by the attitudes of students or employees of the institution, as well as the general public, which allows for comparison and contrast of aspects (Delgado-Márquez et al., 2013). Loureiro et al. (2017) argue that reputation is a more extrinsic signal, which develops over time through the flow of information among users and that reputation can be understood as the perception of external evaluation, and identity, of a company. Furthermore, Loureiro et al. (2017) also argue that University

Reputation can be considered an important strategic component in evaluating the credibility of an institution, although the application of the reputation concept in higher education branding research has been proven, the research in a multivariate context is still relatively new. And in this research, University Reputation is measured through six dimensions, namely: performance, innovation, services, governance, citizenship and workplace climate (Vidaver-Cohen, 2007; Loureiro et al., 2017)

University Image

University image includes a person's view of the university and attention is increasingly focused on the image of higher education if it can attract the interest of prospective students (Arpan et al., 2003; Landrum et al., 1998). According to Nguyen & LeBlanc (2001) the image of a university organization refers to the public's view of a university according to the ideas, interests and information provided to them. This definition shows that each person mentally forms an image of an institution, which may be different for each person, who evaluates the institution. according to Azoury et al. (2014) image is a person's beliefs, ideas, feelings and impressions about an institution or organization at a certain time. (Kotler et al., 2009) stated that a university's image is how society actually perceives its image. In order for the image to be embedded in consumers' minds, marketers must demonstrate the university's image identity through available communication and contact means ((Kotler et al., 2008). According to Priyadi et al. (2020), marketers must be able to place a good image in the minds of their consumers. Developing a strong university image is one way to make students know the university and this will influence student behavior in making choices (Auliannisa Gifani & Syahputra, 2017).

A university's brand image represents the beliefs, associations, attitudes, and impressions of stakeholders (Curtis et al., 2009). The image of a university can be in the form of a direct image that someone has of the university (Foroudi et al., 2014), it can also be through continuous interactive activities, students interacting and collaborating with the university, so that it can strengthen the university's brand image (Hatch & Schultz, 2010). The image of higher education consists of two dimensions, namely: the Cognitive Image dimension and the Affective Image dimension (Sofia, 2020; Palacio et al. 2002).

Student Satisfaction

According to Azeem et al. (2019) consumer satisfaction is a person's feeling of happiness or disappointment that arises after comparing their perceived impression of (performance or results) of a product and their expectations. Furthermore, Jurkowitsch et al. (2006) stated that student satisfaction is a response to student acceptance of the products and services provided by educational institutions. From this perspective, students need to receive satisfactory service to fulfil their campus experience as important consumers (Panda et al., 2019). Student satisfaction can be interpreted as a view that arises as a result of assessing students' experiences with the teaching and learning process or a comparison between the experiences and expectations of higher education and the experiences they have experienced (Alves & Raposo, 2007). Marzo-Navarro et al. (2005) explained that student satisfaction is influenced by their expectations and perceptions of the services and quality of the services provided. According to the concept of customer satisfaction in education described by Elliott et al. (2001), student satisfaction depends on their assessment of the educational services received. There are various factors that influence student satisfaction, including personal factors related to the students themselves and institutional factors related to the educational experience (Stokes, 2003). Student satisfaction with their overall university experience is a debated topic in the higher education literature, (DeShields et al., 2005; Elliott et al., 2001; Elliott & Shin, 2002; Marzo-Navarro et al., 2005). Therefore, Student Satisfaction is measured using three dimensions, namely: Academic Services, Non-Academic, and Infrastructure (Kaushal & Ali, 2020; Ryan et al., 1995).

Student Loyalty

Webb & Jagun (1997) argue that in the world of higher education, student loyalty is defined as the desire to suggest to friends and acquaintances to enroll at the same university, the desire to provide positive testimonials about the institution and the desire to return in the future to continue their studies. Another definition refers to students' readiness to provide positive testimonials about the university where they are studying and to provide information to prospective new students (García et al., 2012). Hennig-Thurau et al. (2001) stated that, loyal students may choose to support their academic institutions either with financial contributions or by providing

positive verbal testimonials.

Loyalty, however, is closely related to an individual's loyalty to the brand (Heding et al., 2008; Kaushal et al., 2019; Kaushal 2017). This is also related to positive promotions made verbally about an organization (Zhang et al., 2014; García et al., 2012; Bigné et al., 2001; Kim & Kim, 2005). Kalafatis & Ledden, (2013) Loyalty to higher education is reflected in the way students show their willingness to remain connected with the institution, which can be done in various ways such as enrolling in a higher degree program at the same university, recommending the program or university to others and carry out verbal promotions, as well as continuing to support the institution as an alumni. Many experts have interpreted the meaning of customer loyalty, such as (Peppers & Rogers, 2005; Zeithaml et al., 2010) who say that customer loyalty is an action or strategy that can win long-term competition, as a way to acquire, maintain and increase the number of customers. Rodie & Kleine (2000) also said that student loyalty has short-term and long-term effects on educational institutions. Marzo-Navarro et al. (2005) explains that loyal students will positively influence the quality of teaching through active participation and dedicated behavior and they are also ready to recommend the institution to others and more and more alumni are continuing their education to a higher level at the same university to increase their knowledge. them and prove their loyalty. Therefore, Student Loyalty is measured through three dimensions, namely: Recommendation, Support as a student, and Continue to Study (Rodie & Kleine, 2000; Marzo-Navarro et al., 2005; Martha-Martha & Priyono, 2018; Annamdevula & Bellamkonda, 2016).

Research Framework

Based on the literature review above, a research model was formed to explore the influence of university image, university reputation and student satisfaction on student loyalty, where university image, university reputation and student satisfaction are independent variables and have a positive relationship to student loyalty. Specifically, this research investigates whether the direct influence of university image, university reputation and student satisfaction on student loyalty is higher, than the indirect influence of university image, university reputation on student loyalty which is mediated by student satisfaction, or vice versa the indirect influence is higher rather than the direct influence of each variable. The research framework is illustrated in Figure 1 :

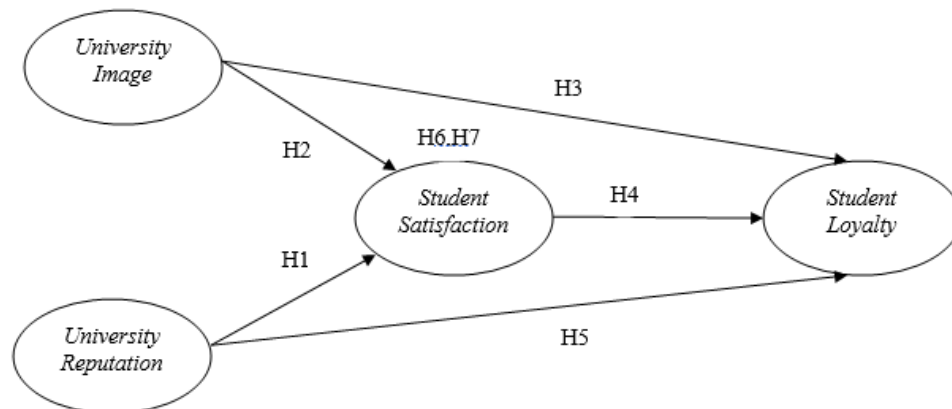


Figure 1. Research Framework

2. Method

The design used in this research is a descriptive causality research design with a quantitative method approach. Descriptive research is designed to obtain data that describes the characteristics of the topic of interest in the research, and the use of a causal research design aims to analyze the relationship between variables in a study, or to find out how one variable can influence changes in other variables (Hair *et al.*, 2019). The variables in this research consist of University Reputation, University Image, Student Satisfaction and Student Loyalty. This research is quantitative in nature and will be processed and tested using Structural Equation Model-Partial Least Square (SEM-PLS), the research questionnaire is filled out online via Google form for data collection.

In this research measurement, a Likert scale with a scale of 1 to 5 is used, where alternative answers include: strongly disagree (STS), disagree (TS), between agree and disagree (N), agree (S), strongly agree (SS). The University Image variable was measured using 7 statements adopted from (Sofia, 2020; Palacio *et al.*, 2002). Furthermore, the Student Satisfaction variable consists of 6 statements adapted from (Kaushal & Ali, 2020; Ryan *et al.*, 1995). Then, the University Reputation variable uses 19 statements adopted from (Vidaver-Cohen, 2007; Loureiro *et al.*, 2017). Next, the Student Loyalty variable is measured using 7 statements adopted from (Rodie & Kleine, 2000; Marzo-Navarro *et al.*, 2005; Martha-Martha & Priyono, 2018; Annamdevula & Bellamkonda, 2016). The total measurement amounted to 39 statements.

The population in this study were all students at Esa Unggul University in Jakarta in the A-accredited Strata 1 study program, totaling 5 study programs, namely: Management, Accounting, Information Engineering, Legal Studies, and Communication Studies. The sampling method will use non-probability sampling with a purposive sampling technique, with the sample element criteria being a minimum of 6th semester students. The sample required for a total population of 2,422 people based on the table (Krejcie & Morgan, 1970) is 338 respondents. In this research, the number of samples obtained and processed was 348 respondents.

Data analysis uses 2 measurement models (Hair *et al.* 2013) using Structural Equation Model Partial Least Square (SEM-PLS) 4.0, namely: Outer Model Analysis, there are 4 parameters, namely: convergent validity/loading factor value (>0.70), and Average Variance Extracted (AVE) (>0.50), Discriminant Validity, Reliability Analysis (>0.70), Cronbach's Alpha (>0.60). Meanwhile, Evaluation of Structural Model Measurement (Inner Model Analysis) uses 4 parameters, namely: Path coefficients, adjusted R-Square Value (R^2), Stone Geisser Value (Q-Square), and partial effect size (F-square).

Hypothesis testing involving structural relationships between constructs will only be reliable or valid if the measurement model explains how these constructs are measured (Hair & Brunsveld, 2019). Significance testing uses the critical t-value (t-value) for a one-sided test is 1.65 and for the p-value significance level is 5% (0.05), meaning it is said to be significant if the p-value is smaller than 0.05. Therefore, to conclude that the hypothesis tested is significant at a level of less than 5% (<0.05), while the t-critical value must be greater than 1.65.

3. Results and Discussion

Results

The questionnaire that was distributed using the Google form gave results where as many as 348 respondents had collected. The respondents' demographic information in the study is shown in Table 1.

Table 1. Respondents Demographic

	Frequency	Percentage (%)
Gender		
Female	206	59,8%
Male	142	40,2%
AGE		
18 – 25	320	92%
26 - 35	23	6,6%
>35	5	1,4%
DOMICILE		
Jakarta	191	55,2%
Tangerang	110	31,3%
Bekasi	33	9,5%
Banten	6	1,8%
Depok	4	1,1%

	Frequency	Percentage (%)
Bogor	4	1,1%
STUDY PROGRAM		
Management	87	25%
Communication Studies	78	22,4%
Informatics Engineering	76	21,6%
Legal Studies	60	17%
Accountancy	49	14%
SEMESTER		
6	184	53,1%
7	36	10,3%
8	108	31,1%
9	4	1,1%
10	15	4,3%

Source: Data processed by researchers (2023)

Outer Model Analysis Results

Testing of the measurement model of the Outer Model Analysis includes testing of convergence validity and discrimination validity. Cronbach's alpha and composite reliability are used to test construction reliability. If all indicators in the SEM-PLS model qualify for convergence validity, validity discrimination, and reliability tests, then the results of the SEM-PLS analysis can be used to test the research hypothesis. Convergence validity testing is done by looking at the loading factor values for each indicator on the construction; with most references, factor weights of 0.70 are considered to have validation strong enough to explain the underlying indicator. The conclusion that the entire structure meets the required reliability can be seen in Table 2.

Table 2. Loadings Factor, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variable	Indicator	<i>Factor Loadings</i> > 0.7	<i>Cronbach's Alpha</i> > 0.6	<i>Composite Reliability</i> > 0.7	<i>AVE</i> > 0.5
University Image (UI)	UI-A1	0.811	0.894	0.897	0.655
	UI-A2	0.851			
	UI-A3	0.807			
	UI-CI1	0.745			
	UI-CI2	0.825			
	UI-CI3	0.812			
University Reputation (UR)	UR-C1	0.804	0.960	0.961	0.598
	UR-C2	0.776			
	UR-C3	0.819			
	UR-G1	0.811			
	UR-G2	0.811			
	UR-G3	0.761			
	UR-I1	0.784			
	UR-I2	0.812			
	UR-P1	0.769			
	UR-P2	0.723			
	UR-P3	0.710			
	UR-P4	0.737			

Variable	Indicator	Factor Loadings > 0.7	Cronbach's Alpha > 0.6	Composite Reliability > 0.7	AVE > 0.5
Student Satisfaction (SS)	UR-S1	0.767	0.902	0.906	0.671
	UR-S2	0.792			
	UR-S3	0.780			
	UR-WC1	0.760			
	UR-WC2	0.752			
	UR-WC3	0.739			
	SS-AS1	0.847			
	SS-AS2	0.847			
	SS-I1	0.751			
	SS-I2	0.828			
Student Loyalty (SL)	SS-NA1	0.793	0.926	0.929	0.733
	SS-NA2	0.844			
	SS-CS2	0.776			
	SL-R1	0.893			
	SL-R2	0.873			
	SL-R3	0.906			
	SL-SS1	0.870			
	SL-SS2	0.810			

Source: Data processed by researchers (2023)

Inner Model Analysis

The path coefficient value shows the significant level in hypothesis testing. The t-value path coefficient value must be higher than the t-critical value of 1.65. Hypothesis testing is seen from the results of path coefficient bootstrapping analysis, namely by comparing the t-value with the critical t-value. If the t-value > t-critical (1.65), then the hypothesis that has been formulated is accepted. If the t-value < t-critical (1.65), then the hypothesis that has been formulated is rejected. The results of the analysis on bootstrapping on the path coefficient can be seen Figure 2. Figure 2 shows the t-value for all paths in the structural model that has been tested is greater than the critical t of 1.65. The results of the t test analysis show that the University Reputation variable has a positive effect on Student Satisfaction, with a t-value of 10,119 (>1.65). Furthermore, the Student Satisfaction variable has a direct and significant effect on Student loyalty, with a t-value of 5.775 (>1.65). The University Reputation variable has a positive and significant effect on Student Loyalty with a t-value of 2.195 (>1.65). Then, there is the University Image variable which has a positive and significant effect on Student Satisfaction with a t-value of 2.091 (>1.65). And finally, the University Image variable has a positive effect on Student Loyalty with a t-value of 1.824 (>1.65). From the results of the image above, it can be concluded that University Reputation has a large influence on Student Satisfaction with a t-value of 10.119, while University Image has a smaller influence on Student Loyalty with a t-value of 1.824.

The R-squared value (R²) is used to assess how much influence a particular independent latent variable has on the dependent latent variable. There are three grouping categories in the R-square value, namely the strong category, moderate category and weak category (Hair et al., 2011). The R-square (R²) values in the structural model for each latent endogenous are 0.67, 0.32 - 0.66 and 0.19 - 0.32 which can be interpreted as strong, moderate and weak. It can be seen from table 3 that the R² value of the Student Loyalty variable is 0.725 and the Student Satisfaction variable is 0.753, which shows that the Student Loyalty and Student Satisfaction variables can strongly explain the diversity of respondents by 72.5% for Student Loyalty and 75.3% for Student Satisfaction. , then the remaining 24.7% for Student Loyalty and 27.5% for Student Satisfaction is explained by other variables that are not in this study. The results of the R² test can be seen in table 3.

Tabel 3. R-square Inner Model Test Results

Hypothesis	R-Square	R-square adjusted	Interpretation
Student Loyalty	0.725	0.723	Strong
Student Satisfaction	0.753	0.751	Strong

Source: Data processed by researchers (2023)

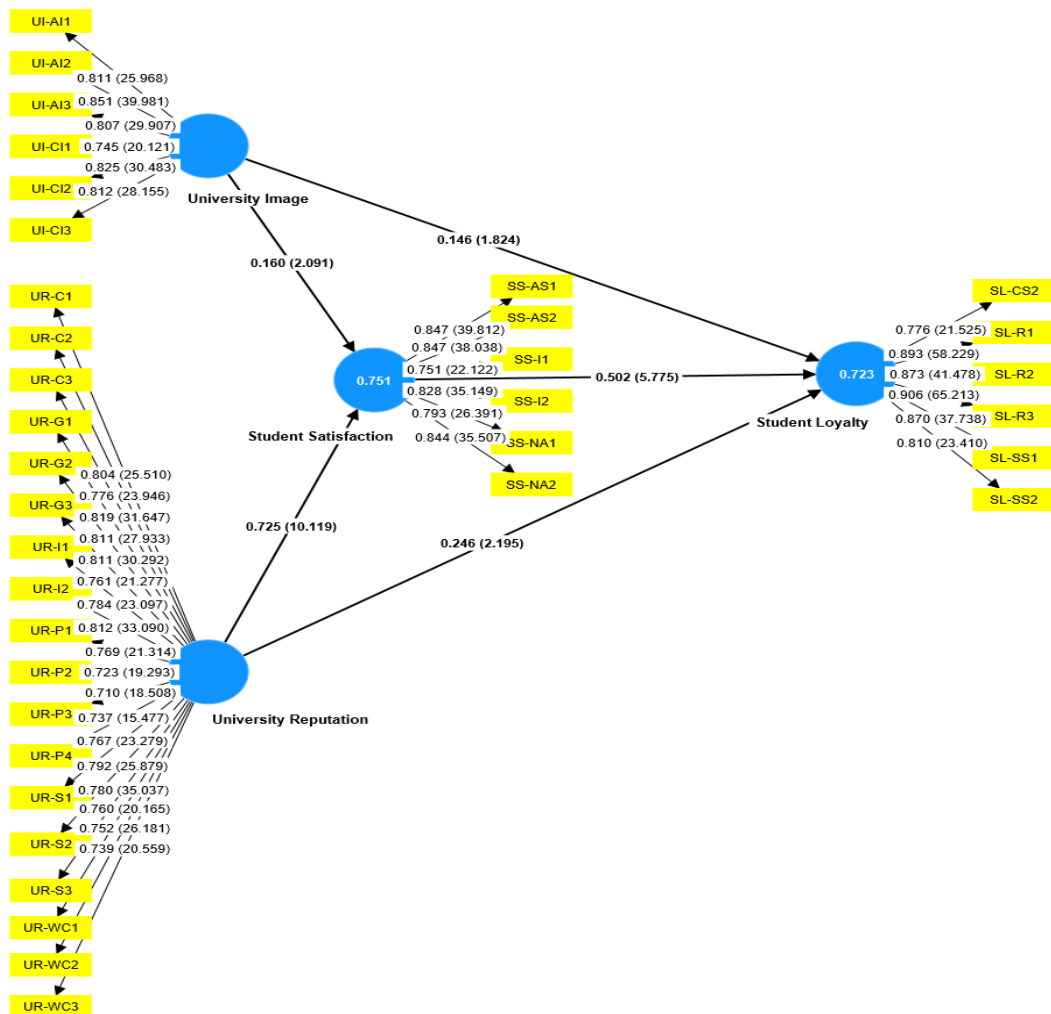


Figure 2. Output Results of Inner Model Analysis

F-square (F^2) is calculated to measure the partial significant effect of exogenous variables on endogenous variables. The estimated value of F^2 is 0.02; 0.15; 0.36 indicates that the influence value is weak, medium and strong. Based on the results of this data processing, the F^2 value of the University Reputation variable towards Student Satisfaction is 0.522 (moderate) with a t-value of 10.119, the Student Satisfaction variable towards Student Loyalty is 0.227 (moderate), the University Reputation variable towards Student Loyalty is 0.036 (weak), The University Image variable for Student Satisfaction is 0.025 (weak). University Image variable on Student Loyalty 0.019 (weak). The F^2 test results can be seen from table 4.

Table 4. F-Square Inner Model Test Results

Hypothesis	<i>Student Loyalty</i>	<i>Student Satisfaction</i>
<i>Student Satisfaction</i>	0.227	
<i>University Image</i>	0.019	0.025
<i>University Reputation</i>	0.036	0.522

Hypothesis Testing

Hypotheses can be accepted or rejected by looking at the significant values of T-values and P-values. At a significance level of 5%, if the t-value result is greater than the t-table 1.65, then the exogenous/independent variable with a one-sided test significance of 5% is declared significant for the endogenous/dependent variable. The significance of variables can also be seen from the p-values which are smaller according to the predetermined alpha level, namely 0.05. Based on the results of the analysis, it was stated that the 7 existing hypotheses were proven to be accepted. It can be seen in table 5 below:

Table 5. Direct Effect Hypothesis

Hypothesis	<i>Original Sample (O)</i>	<i>t-value >1.65</i>	<i>p-values <0.05</i>	Results	Conclusion
H1: The Influence of University Reputation on Student Satisfaction	0.725	10.119	0.000	Significant	Accepted
H2: The Influence of University Image on Student Satisfaction	0.160	2.091	0.018	Significant	Accepted
H3: The Influence of University Image on Student Loyalty	0.146	1.824	0.034	Significant	Accepted
H4: The Influence of Student Satisfaction on Student Loyalty	0.502	5.775	0.000	Significant	Accepted
H5: The Influence of University Reputation on Student Loyalty	0.246	2.195	0.014	Significant	Accepted

The first hypothesis (H1) with the results of the analysis of the direct influence of University Reputation has a positive effect on Student Satisfaction by getting a coefficient value (original sample) of 0.725 (72.5%), while the t-value is 10,119 and the significant value is 0.000, so H1 is accepted, meaning that there is a significant and positive influence of the University Image variable on Student Satisfaction.

The second hypothesis (H2) shows that University Image has a positive effect on Student Satisfaction by getting a coefficient value (original sample) of 0.160 (16%), a t-value of 2.091 and a significant level of 0.018. Thus it can be concluded that University Image has a positive effect on Student Satisfaction, so H2 is accepted.

The third hypothesis (H3) shows that University Image has a positive effect on Student Loyalty, by getting a positive coefficient value (original sample) of 0.146 (14.6%), a t-value of 1.824 and a significance level of 0.034. Thus it can be concluded that University Image has a positive effect on Student Loyalty, so H3 is accepted.

The fourth hypothesis (H4) with the results of the analysis of the direct influence of Student Satisfaction has a positive effect on Student Loyalty by obtaining a coefficient value (original sample) of 0.502 (50.2%), while the t-value is 5.775 and a significant value of 0.000, meaning that there is an influence The Student Satisfaction variable has a significant and positive effect on Student Loyalty, so H4 is accepted.

The fifth hypothesis (H5) shows that University Reputation has a positive effect on Student Loyalty by getting a coefficient value (original sample) of 0.246 (24.6%), a t-value of 2.195 and a significant level of 0.014. Thus it can be concluded that University Image has an effect positive towards Student Satisfaction, so H5 is accepted.

Table 6. Indirect Effect Hypothesis

	Hypothesis	Original Sample (O)	t-value >1.65	p-values <0.05	Results	Conclusion
H6:	The Effect of University Reputation on Student Loyalty through Student Satisfaction	0.364	4.705	0.000	Significant	Accepted
H7:	The Influence of University Image on Student Loyalty through Student Satisfaction	0.080	2.052	0.020	Significant	Accepted

The sixth hypothesis (H6) shows that University Reputation has a positive effect on Student Loyalty through Student Satisfaction by getting a coefficient value (original sample) of 0.365 (36.5%), a t-value of 4.705 and a significance level of 0.000. Thus it can be concluded that University Reputation has a positive effect on Student Loyalty through Student Satisfaction.

Seventh hypothesis (H7): shows that University Image has a positive effect on Student Loyalty through Student Satisfaction by getting a positive coefficient (original sample) value of 0.080 (8%) with a t-value of 2.052 and a significance level of 0.020. The results of this data processing explain that the positive influence of University Image has a positive effect on Student Loyalty through Student Satisfaction.

Discussion

Based on the results of research conducted on hypothesis one, it can be said that University Reputation has a positive effect on Student Satisfaction, which means that the reputation of the university is able to increase student satisfaction. This research also proves that student satisfaction occurs as a result of the students' own experiences with university products and services, what they feel and what their experiences have been while studying at UEU. The University Reputation dimension that is felt towards Student Satisfaction is described in the Services dimension that UEU provides the best quality of service and education from the costs incurred by students, meaning that as long as students spend funds for tuition fees, it is in accordance with the student's needs while at the university from the services received and learning material taught by lecturers. Apart from that, there is a Governance dimension where UEU always has a vision of goals that lead to the progress of the university, so as long as the vision of the university runs well in accordance with the existing conditions at the university, for student progress it will make students satisfied with the good reputation of the university. Therefore, UEU's reputation can have an impact on student satisfaction. Positive assessments of UEU are closely related to increased student satisfaction and students tend to trust universities that have a good reputation in the general public. The results of this research are in line with previous research which proves that University Reputation influences Student Satisfaction (Kaushal & Ali, 2019; Panda et al., 2019; Bakrie et al., 2019).

Furthermore, the results of research on hypothesis two show that University Image is able to increase Student Satisfaction. So it can be said that the university image can increase student satisfaction. From the University Image dimension, it is described in the Affective Image aspect that UEU is a campus that pays attention to stimulating learning orientation towards students. This is related to student behavior in assessing whether the image of the university is in accordance with what students feel after entering the university. Then the Cognitive Image aspect illustrates that UEU provides good learning material, and students' ability to assess whether the material provided is in accordance with what students expect while studying at UEU and is in accordance with UEU's image. By assessing the image of UEU in accordance with what they expect as a place for them to study at UEU, it will increase student satisfaction. The findings of this research are in line with Chandra et al., (2019), and Irfan et al., (2020) which state that University Image has a positive effect on Student Satisfaction.

Then the third hypothesis shows that University Image is able to increase Student Loyalty. This shows that the university's image is also a reason for students to be loyal to UEU as a place for them to study. The assessment of the perceived University Image dimension towards Student Loyalty is described in the Affective Image aspect that UEU is a pleasant place to study, this happens because as long as students study at UEU students can increase

student loyalty. In order to maintain a good university image, UEU must always provide convenience assistance for students who experience difficulties or even problems in the teaching and learning process or services. Then, in the Cognitive Image aspect, it is illustrated that UEU is able to meet the interests of stakeholders. This also means that as long as students study at UEU, all student needs are met and increase student loyalty towards the university. This research is in line with studies conducted by Chandra et al., (2019), and Masserini et al., (2019) which stated that University Image has a positive effect on Student Loyalty.

In the fourth hypothesis, Student Satisfaction can increase Student Loyalty. This provides strong evidence that the satisfaction felt by students creates a tendency to make students loyal to the university. This analysis looks at the Academic Services dimension aspect, that students feel satisfied with the educational curriculum and learning process at UEU, so that student satisfaction will have an influence on student loyalty. Then in the Non-Academic dimension, students feel satisfied with the student activity services provided by UEU, and in the Infrastructure dimension, students feel satisfied with the quality of infrastructure, academic services, learning facilities at UEU, where the students feel satisfied and the university can fulfill what is expected of students, so that students will be loyal to the university. Student Satisfaction can be an evaluation for universities in maintaining higher education sustainability. Student experience can be an evaluation of services and products, so that it can influence student behavior to be more loyal to the university in the future, and the desire to recommend the college to other people directly, or online using social media, so that the assessment of the college, as well as administrative services can be evaluated regarding student experience and known to the public without age limits on social media. In the end, Student Satisfaction is an indication that shows how much interest a student has in continuing their education at the same university, or giving a positive response to a university which is student loyalty. The results of this research are in line with previous research by Qazi et al., (2022), Kaushal & Ali, (2019), Chandra et al., (2019), Chandra et al., (2018), Nathania et al., (2022) and Masserini et al., (2019) in previous research that Student Satisfaction can increase Student Loyalty.

The next result in hypothesis five is that University Reputation has a positive effect on Student Loyalty, which means that UEU's reputation is able to directly increase student loyalty. This means that the higher the reputation of UEU and in accordance with what students feel, the higher the student loyalty to UEU. The relationship between university reputation and positive student attitudes shows the important relevance of reputation in influencing student loyalty. University reputation has a positive impact on student loyalty behavior, which involves students' willingness to be loyal to the university where they study and maintain relationships with their alma mater as alumni. Looking at the Innovation dimension aspect, namely UEU uses innovative learning methods, so that students' interest in innovative learning increases and will have an influence on Student Loyalty. Then the dimension in the workplace climate aspect is that UEU has competent administrative staff, so that as long as students are undergoing their education and need administrative services there are no problems and can increase student loyalty. This is in line with previous research which states that University Reputation influences Student Loyalty (Pinar et al., (2020), Rasoolimanesh et al., (2021) dan Bakrie et al., (2019).

The results of hypothesis six show that University Reputation has a positive and significant effect on Student Loyalty through Student Satisfaction, which means that student satisfaction can increase student loyalty at UEU. This means that the higher the satisfaction felt by students, the higher the student's loyalty to UEU. The satisfaction that students feel as a result of the university's good reputation and the experiences they experience have a positive impact on student loyalty behavior. Looking at the aspect of the Recommendation dimension, namely students recommending the study program at UEU to prospective students, this happens because students feel that the learning material provided by the university to them is very good so that students feel they should provide this useful information to prospective new students. Then the dimension in the Infrastructure aspect is that UEU has good facility maintenance, this shows that as long as UEU does its best in various things, namely adapting new services, such as e-learning, and information services for student needs, it will increase satisfaction students and ultimately creates a sense of student loyalty. This is in line with previous research which states that University Reputation influences Student Loyalty through Student Satisfaction Bakrie et al., (2019); Kaushal & Ali, (2019).

Then the seventh hypothesis shows that University Image is able to increase Student Loyalty through Student

Satisfaction. This shows that student satisfaction created as a result of the university's image is a reason for students to be loyal to UEU. The assessment of the perceived University Image dimension towards Student Loyalty is described in the Affective Image aspect that UEU is able to face the dynamics of change by transforming well, this happens because students see the image that UEU has in facing the dynamics of changes that occur in accordance with what students expect and can increase loyalty. student. Then, in the Cognitive Image aspect, it is depicted that UEU has adequate facilities, meaning that students feel satisfied with the image of the facilities that UEU has in line with their expectations. This research is in line with studies conducted by Mohamad & Awang, (2009) which stated that University Image has a positive effect on Student Loyalty.

4. Conclusion and Implications

Conclusion

Based on the results of this research, it can be concluded that University Reputation, University Image have a positive effect on Student Satisfaction. This shows that the University's reputation and image are in line with expectations and experiences which ultimately increase student satisfaction at UEU. Furthermore, the influence of University Image, Student Satisfaction, and University Reputation has a positive effect on Student Loyalty at UEU. Loyalty occurs when students feel satisfied and have a close relationship with the university and satisfaction is one of the most important factors influencing student loyalty. A university's image and reputation have a positive impact on student loyalty behavior, which involves students' willingness to recommend their university to others, choose the same institution for further study, or maintain relationships with their alma mater as alumni. This shows that the higher the level of student satisfaction, image and reputation of the university, the higher the level of student loyalty towards UEU.

Furthermore, Student Satisfaction mediates University Reputation and University Image towards Student Loyalty. The university's image and reputation creates student loyalty through student satisfaction which acts as a mediating variable. The research results show that the indirect influence of University Reputation on Student Loyalty through Student Satisfaction is higher than the direct influence of University Reputation on Student Loyalty. Meanwhile, the direct influence of University Image on Student Loyalty shows higher results than the indirect influence of University Image on Student Loyalty through Student Satisfaction.

Research Limitations

In this research there are still several imperfections which may be corrected in further research. First, research respondents were only limited to Esa Unggul University students. Second, this research also only focuses on the JABODETABEK area, where if it were spread more widely you would get different results. Third, in this research we only took the variables University Reputation, University Image, Student Satisfaction and Student Loyalty. So, new variables need to be added to support the research hypothesis which measures Student Satisfaction and Student Loyalty. It is hoped that further research can be applied to different research objects (universities) to prove differences in results.

Managerial Implications

The managerial implications in efforts to increase student loyalty at Esa Unggul University are to maintain and continue to improve reputation, firstly because the University Reputation variable has the highest influence on Student Satisfaction, that is because students feel that what they have experienced while studying at UEU in terms of service, learning and even the infrastructure at UEU makes students feel satisfied and believe that the experience they have while at UEU is in line with UEU's excellent reputation. Student Satisfaction is the second variable that has quite a high influence on Student Loyalty, and it really proves that the satisfaction felt by students has an impact on student loyalty. This happens because students feel satisfied with the experience they had while at UEU so that students will provide positive support towards universities like recommending UEU to other people, or giving positive views (good comments) about UEU and even continuing higher education at UEU. Furthermore, University Image on Student Loyalty also has a positive influence, this happens because after students choose the university based on their personal assessment of the university, it turns out that what the student feels while studying at UEU is in accordance with what was expected, thus making the student feel

satisfied. and loyal to UEU, therefore UEU must continue to improve the good image of the university by making improvements at the university in accordance with existing conditions so that the image of the university becomes better and the experience felt by students is in accordance with the image of UEU, with that if the image of the university becomes Both will increase student loyalty to the university.

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