



## Determinants Of Satisfaction And Its Implications On Final Semester Economics Faculty Student Loyalty at Private University In DKI Jakarta

Melani Quintania<sup>1</sup>, Yudi Yulius<sup>2</sup>, Nandan Limakrisma<sup>3</sup>, Anoesyirwan Moeins<sup>4</sup>

<sup>1</sup>Faculty Student Loyalty At Private University In DKI Jakarta, Email: [keenkids@yahoo.co.id](mailto:keenkids@yahoo.co.id)

<sup>2</sup>Faculty Student Loyalty At Private University In DKI Jakarta

<sup>3</sup>Faculty Student Loyalty At Private University In DKI Jakarta

<sup>4</sup>Faculty Student Loyalty At Private University In DKI Jakarta

Corresponding Author: Email: [keenkids@yahoo.co.id](mailto:keenkids@yahoo.co.id) <sup>1</sup>

**Abstract:** The purpose of this research is to determine methods to promote student loyalty at private universities in DKI Jakarta. The research's goal is to discover and assess the effects of partial and simultaneous digitalization of learning, service quality, institutional image and student satisfaction toward student loyalty at private universities in DKI Jakarta. Another finding from the research's findings is that student satisfaction acts as a full mediating variable in mediating the variables of digitalization of learning, service quality, and institutional image in increasing student loyalty at private universities in the DKI Jakarta area. To increase student loyalty, the research suggests that priority attention be focused on maintaining the high variable of student satisfaction, namely on the dimensions of satisfaction on the curriculum, namely the suitability of the curriculum with the needs of the world of work, the suitability of courses with the concentration of study programs, and the suitability of the curriculum that keeps up with the timescators who are not interested in moving campuses.

**Keyword:** Learning Digitalization, Service Quality, Institutional Image, Student Satisfaction, Student Loyalty.

### INTRODUCTION

The development of the 2019 coronavirus disease (COVID-19 virus) has frightened the world since the beginning of 2020. The Covid-19 virus has now infected humans worldwide, with symptoms including coughing, fever, flu, and respiratory difficulties (Zahharah et al. 2020: 270). They may have no symptoms but are infected with the Covid-19 virus in some situations. The World Health Organization (WHO) has also declared the virus outbreak a

pandemic (Nrangwesthi & Wilopo, 2020: 471). It is dubbed a pandemic because it affects a large geographical area and spreads rapidly (RS Nugroho, 2020).

Because of the complexities of dealing with the virus, the government implemented a lockdown strategy. Other government strategies include physical and social isolation, such as limiting community connection, minimizing outdoor activities, and keeping at home. Education, as one of the sectors affected by social and physical distancing policies, has had a significant impact because the teaching and learning process was filled with social connections and a large number of students in educational facilities or institutions prior to the pandemic. Education plays a crucial role in every individual's life and will equip them to face current competitive competition as well as larger problems in the future. For students, education becomes a growing process that allows development in the context of individual potential, talents, and skills that include facets of human life.

Higher education is an institution that serves as an educational provider as well as implementers and leaders in reaching educational goals. The role of these educational institutions as organizers of educational programs is inextricably linked to teaching and learning activities, which are fundamental to the growth and development of their students' (students') talents, interests, and creativity.

According to data accessed through [kemdikbud.go.id](http://kemdikbud.go.id) on a comparison of the number of higher institutions and the number of new students, especially universities and tertiary institutions in the public and private categories nationally from 2018 to 2020 nationally and in DKI Jakarta, the number of universities and new students has increased nationally, but the number of permanent universities and new students has decreased in DKI Jakarta.

Students are an important topic in forming loyalty in educational institutions because: (1) tuition fees are the basis of financial resources for universities in general; (2) retaining students is less expensive than acquiring new students; (3) student loyalty will help universities as service providers in providing contributions and commitment to improving the quality of learning; and (4) student loyalty will provide recommendations to universities both those who are still students and after being declared graduated.

A pre-survey was conducted on 30 (thirty) students at 3 (three) universities to gain an overview of existing conditions at the private university level, particularly at DKI Jakarta, yielding the following results: (1) student loyalty was quite good with an average score of 55,6 percent, but student loyalty needs improvement and improvement, which reaches 54.4 percent, especially in the continuous purchasing dimension, (2) student satisfaction with the university is not yet high, (3) the institution's image is already good, with an average student perception of institutional image of 64,6 percent, but there are still some that need improvement and improvement, which reaches 35.4 percent, particularly in improving the campus image and user image, (4) The aspects of university service quality are still not very high, and there are still things that need to be changed, with an average of 45.5%, and (5) digitization of student learning is still relatively poor, with an average score of 98 points below the standard score.

## **LITERATURE REVIEW**

### **Student Loyalty**

Firmansyah (2018; 135) defines loyalty as a customer's strong commitment to repurchase a product or service or subscribe in the future on a consistent basis. According to Schiffman and Kanuk (2010; 169), consumer loyalty can be defined as consumer preferences in making consistent purchasing decisions on the same brand or on specific products or service categories.

According to Widjaja (2008) in Firmansyah (2018; 136), customer loyalty is customer attachment to a favorable attitude toward a brand, service provider, manufacturer, store, or other institution. According to Firmansyah (2018; 135), loyalty is a strong commitment that is preferred when customers buy or re-subscribe for products or services that are consistent in the future, despite the fact that it has the potential to influence certain behaviors to switch that are influenced by marketing efforts and certain situations.

### **Student Satisfaction**

According to Selnes (2003; 20), loyalty is established for the level of service and brand if the consumer is satisfied with any or both of these, and it becomes loyalty in relation to service quality and contentment. According to Fornell (2002; 297), loyalty also serves to build satisfaction.

Isnadi (2005; 95) adds that the value of loyalty is a unit that synergizes continually in a certain circle through service excellence and satisfaction. Satisfied customers are not always entirely loyal, whereas satisfied customers are more likely to be loyal (Tjiptono, 2008; 56).

Consumers will be satisfied, which will encourage a certain amount of recurrent purchase of these products and services. When consumers experience dissatisfaction with these products or services, they will be disappointed and discontinue purchasing (Sumarwan, 2011; 119).

### **Institutional Image**

According to Keller (2008; 5), a brand is more than just a product since it has a unique dimension that distinguishes it from other similar items. Branding is essentially a combination of science and art as a means of communicating a company's promise to its audience, which is an expression of the emotions and values that exist within the organization (Rustan, 2009; 6).

According to Aaker (2001; 99-100), the recognition of this brand assumption must be easy to obtain, always available, reliable, and not questioned for its quality (or believed) in order for it to be a preference for consumers over brands that consumers do not recognize or are less familiar with.

Susanto in Nugroho (2011; 11) emphasizes the necessity of developing a positive brand image. Without a strong favorable image, the company will struggle to acquire new clients, will struggle to maintain existing customers, and will demand high price levels at the same time. Timmerman and Noble (2009) define brand image as "the conceptualization of a collection of associations related to a brand."

### **Service Quality**

Swastha and Irawan (2005) define services (services) in the form of intangible goods (intangible products) as market transaction mechanisms that occur in the form of sales, purchases, or mutually satisfied forms of exchange. Rangkuti (2002; 30) defines service as "an invisible action or performance obtained from one party to another." Tjiptono (2000; 15-18) identifies four (four) fundamental qualities that distinguish goods from services or services: (1) inseparability (inability to be separated); (2) perishability (inability to last); (3) variability (diversity); and (4) intangibility (intangibility). Services have 'intangible' features that distinguish them from things, because services are an act that culminates in performance, whereas products take the form of a tool or object.

According to Barata (2006; 36), the quality of service is measured not only on the basis of the serving party, but also on the basis of other parties who, of course, are more decisive because they directly enjoy the results of the service, so measuring it is very dependent on meeting the final satisfaction based on expectations. He had hoped.

### **Digitalization of Learning**

Bifaqih and Qomarudin (2015; 1) concluded that digitalization of learning is the execution of learning activities that employ locations on the target online network to reach broad and large groups in specific groups. According to Thorne in Kuntarto (2017; 102), digitalization of learning is an activity that uses multimedia-based technology, e-mail, virtual classrooms, video streaming, CD ROM, voice messages, and tele-conferences, which are based on animated online text and online videostreaming.

Rosenberg adds e-learning in Alimuddin, Tawany, and Nadjib (2015; 338), which refers to transmitting a sequence of solutions via internet technology in order to expand knowledge and develop abilities. According to Isman (2017; 55), online is defined as the use of media whose process is carried out with the assistance of the internet network to support learning in the expectation that students can freely have study time, study anywhere, and study at any time.

### **METHOD**

In a verification and descriptive manner, the research design uses a quantitative technique. According to Sugiyono (2012; 13), a quantitative method in the form of an idea or method of research based on a positivist viewpoint, aims to examine the population of a predetermined sample, which uses sampling with random techniques (random), data is collected using research instruments, and the data is analyzed using a quantitative or statistical approach used to prove the alternative hypothesis that had been formulated.

A descriptive approach is a research phase in which values from variables are obtained independently, either in the form of one variable or multiple (independent), without the objective of comparing or associating one variable with another. The verification approach is defined as a research strategy focused at specific populations in order to evaluate hypotheses. The effect of digitalization of learning, service quality, and institutional image as independent variables, satisfaction as a linking variable (intervening variable), and student loyalty as the dependent variable are the variables evaluated in this study.

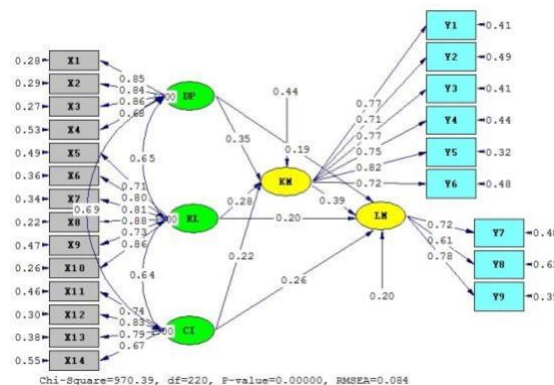
Students who are still studying at private universities with A accreditation in 5 (five) areas in DKI Jakarta (Al Azhar University, Darma Persada University, YAI Persada

University, Trisakti University, and University of 17 August 1945) make up the population of this study, with a total of 34,1717 students.

The questionnaire used in this study was developed to answer questions about digitalization of learning, service quality, institutional image, student satisfaction, and loyalty. This study used the Structural Equation Modeling (SEM) approach with the assistance of a program application, specifically LISREL 8.80, to investigate the relationship and influence of variables. Descriptive analysis on each variable using a computer software, specifically SPSS Version 20.

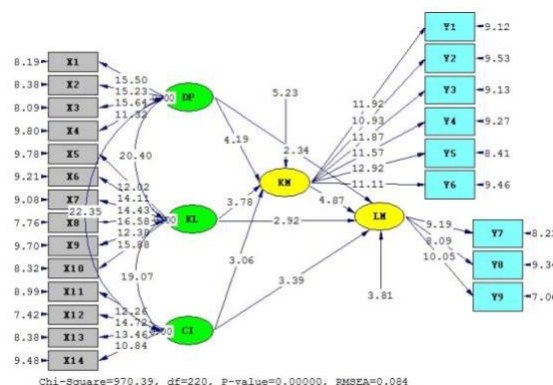
## RESULTS AND DISCUSSION

They met the criteria for research respondents based on the distribution of 396 questionnaires to students at private universities in the DKI Jakarta area. After the data collecting results from respondents who filled out the questionnaires were collected, the respondents returned as many as 396 and all of the questions were declared eligible. The results of data processing with the LISREL 8.80 application are shown in Figures 2 and 3:



Source : Output of Lisrel processing result

Figure 2.  
Hybrid Model (Full SEM) Standardized



Source : Output of Lisrel processing result

Figure 3. Hybrid Model (Full SEM) T- Value

According to the findings of the research, the path diagram is separated into two parts: the overall path diagram for

determining the path coefficient of each variable and the path diagram picture t value (t count). The following are the findings of the research described in Figures 2 and 3 above.

The path coefficient of the variable digitalization of learning towards student happiness is 0.35, and the t-value is 4.19 more than 1.96 (t-critical). As a result, it is possible to

conclude that the dimension of digitalization of learning has a positive and significant influence on student satisfaction.

The path coefficient of the variable service quality towards student happiness is 0.28, and the t-value is 3.78 greater than

1.96 (t-critical). As a result, it is possible to conclude that the dimension of service quality has a positive and considerable influence on student satisfaction.

The institutional image variable's path coefficient towards student happiness is 0.22, and the t-value is 3.06 more than

1.96 (t-critical). As a result, it is possible to conclude that the dimension of institution image has a positive and considerable influence on student satisfaction.

The coefficient of determination (R<sup>2</sup>) for learning digitalization, service quality, and institutional image in relation to student happiness is 0.56, with an F- value greater than 3.84 (F table). As a result, it is possible to conclude that the dimensions of learning digitalization, service quality, and institutional image all have a favorable and significant impact on student happiness.

Equations derived from the student satisfaction model:

$$KM = 0.35*DP + 0.28*KL + 0.22*CI, \\ \text{Errorvar.} = 0.44, R^2 = 0.56$$

56% of the R-Square score with the meaning of student happiness can be explained by learning digitalization, service quality, and institutional image, while the remaining 44% is influenced by other variables not investigated in this study.

The path coefficient of the variable digitalization of learning towards student loyalty is 0.19, and the t-value is 2.34 more than 1.96 (t-critical). As a result, it is possible to conclude that the component of digitalization of learning has a positive and considerable influence on student loyalty.

The path coefficient of the service quality variable towards student loyalty is 0.20, and the t-value is 2.92 more than 1.96 (t-critical). As a result, it can be inferred that the dimension of service quality has a positive and considerable influence on student loyalty.

The institutional image variable's path coefficient towards student loyalty is 0.26, and the t-value is 3.39 more than 1.96 (t-critical). As a result, it is possible to conclude that the dimension of institutional image has a positive and considerable influence on student loyalty.

The path coefficient of the variable student happiness towards student loyalty is 0.39, and the t-value is 4.87 greater than

1.96 (t-critical). As a result, it is possible to conclude that the component of student happiness has a positive and considerable influence on student loyalty.

The coefficient of determination (R<sup>2</sup>) for learning digitalization, service quality, institutional image, and student happiness toward student loyalty is 0.80, with an F-value more than 3.84 (F-table). As a result, it is possible to conclude that the dimensions of learning digitalization, service quality, institutional image, and student satisfaction all have a favorable and significant impact on student loyalty.

The formula derived from the student loyalty model:

$$LM = 0.39*KM + 0.19*DP + 0.20*KL + 0.26*CI, \text{Errorvar.} = 0.20, R^2 = 0.80$$

The R-Square score with the meaning of student loyalty can be explained by digitalization of learning, service quality, institutional image, and student satisfaction for 80%

of the time, with the remaining 20% impacted by additional variables not investigated in this study.

## CONCLUSION

This dissertation investigates the variables of student satisfaction and their consequences for student loyalty among final semester Economics Faculty students at DKI Jakarta private universities. The findings of the investigation lead to the following significant conclusions:

1. Digitalization of learning has a strong positive impact on student satisfaction at private universities in the DKI Jakarta area. Improved or increased digitization of learning will boost student satisfaction. The most dominant dimension in reflecting digitization of learning is learning implementation (X3) with an indicator of improving the independent learning system (DP12), while the curriculum (Y5) with an indicator of increasing the curriculum's suitability to the needs of the world of work (KM17) is the most dominant dimension in reflecting student satisfaction.
2. At private universities in the DKI Jakarta area, service quality has a favorable and significant influence on student satisfaction. Higher or improved service quality will result in enhanced student satisfaction. The most dominant dimension in reflecting service quality is ability (X8), with an indicator of increasing the attractiveness of the learning process (KL15), while the most dominant dimension in reflecting student satisfaction is curriculum (Y5), with an indicator of increasing the curriculum's suitability with the needs of the workplace (KM17).
3. The institutional image of private universities in the DKI Jakarta area has a favorable and considerable influence on student satisfaction. The more positive or growing the institution's image, the higher the level of student satisfaction. Product image (X12) is the most dominant dimension in reflecting the institution's image, with indicators of study programs with very good accreditation (CI5), while student satisfaction (Y5) is the most dominant dimension in reflecting curriculum, with indicators of increasing curriculum suitability with the needs of the world of work (KM17).
4. Digitalization of Learning, service quality, and institutional image all have a positive and significant influence on student satisfaction at private universities in the DKI Jakarta area, with a coefficient of determination ( $R^2$ ) of 0.56, implying that digitalization of learning, service quality, and institutional image explain 56 percent of student satisfaction variables simultaneously. The variable of learning digitalization of is reflected in the learning implementation dimension (X3), particularly in the independent learning system improvement indicator (DP12), which is partially the most dominant variable for increasing student satisfaction, which is reflected in the curriculum dimension (Y3) with indicators of increasing curriculum conformity to the needs of the world of work (KM17).
5. Digitalization of learning has a positive and significant influence towards student loyalty at private universities in the DKI Jakarta area. Improved or increased digitization of learning will result in increased student loyalty. The most dominant dimension in reflecting student loyalty is continuing purchasing (Y9), with an indicator of not being interested in changing campuses (LM8). Service quality has a positive and significant influence

- towards student loyalty at private universities in the DKI Jakarta area. Student happiness can be increased by raising or improving service quality. The most important dimension in reflecting service quality is ability (X8), with an indicator of an interesting learning process improvement (KL15), and the most important dimension in reflecting student loyalty is continuing purchasing (Y9), with an indicator of not being interested in changing campuses (LM8).
6. Service quality has a positive and significant influence towards student loyalty at private universities in the DKI Jakarta area. The improved or growing image of the institution will increase student loyalty. Product image (X12) is the most dominant dimension in reflecting the institution's image, with an indicator of very good accredited study programs (CI5), while continuing purchasing (Y9) is the most dominant dimension in reflecting student loyalty, with an indicator of not being interested in changing campuses (LM8).
  7. Student satisfaction has a positive and significant influence towards student loyalty at private universities in the DKI Jakarta area. Enhanced student satisfaction will result in enhanced student loyalty. The most dominant dimension in reflecting student satisfaction is curriculum (Y5), with a curriculum suitability indicator with the needs of the workplace (KM17), and the most dominant dimension in reflecting student loyalty is continuing purchasing (Y9), with indicators not interested in changing campuses (LM8). Digitization learning, service quality, institutional image, and student satisfaction together have a positive and significant influence towards student satisfaction at private universities in the DKI Jakarta area with a coefficient of determination (R<sup>2</sup>) is 0.80, meaning that 80 percent of student loyalty variable is explained simultaneously by the variables of learning digitization, service quality, institutional image, and student satisfaction.
  8. The curriculum dimension (Y5), particularly the curriculum suitability indicator with the needs of the world of work (KM17), partially becomes the most dominant variable in increasing student loyalty, as reflected in the continuing purchasing dimension (Y9) with indicators not interested in changing campuses (LM8). Aside from being used in the scope of the most dominant variable, the student satisfaction variable also serves as a full mediating variable in mediating the variables of learning digitization, service quality, and institutional image in increasing student loyalty at private universities in the DKI Jakarta area..

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