



+62 813 8765 4578

+62 813 8765 4578

<https://dinastipub.org/DIJDBM>

dinasti-info@gmail.com

ANALYSIS OF THE EFFECT OF SERVICE QUALITY AND SCHOOL LOCATION ON STUDENT SATISFACTION AND ITS IMPACT ON STUDENT LOYALTY AT 32 JAKARTA SENIOR HIGH SCHOOL

Siti Waliha¹

¹Management Study Program, Faculty of Economics and Business, Mercu Buana University

ARTICLE INFORMATION

Received: 10 September 2020

Revised: 5 October 2020

Issued: 9 November 2020

Corresponding author: first author

E-mail:

waliha32@gmail.com



DOI:10.31933/DIJDBM

Abstract: This study aims to analyze the effect of Quality. Service, and School Location towards Student Loyalty through Satisfaction in XII grade students at SMA Negeri 32 Jakarta. The results of the study using primary data in the form of questionnaires to 274 class XII students at SMA Negeri 32 Jakarta using the Structural Equation Modeling (SEM) method showed that service quality and school location had a positive and significant effect on student satisfaction. There is a positive and significant influence between service quality and student satisfaction on student loyalty, while there is no influence between school location on student loyalty. Judging from the results of the SEM calculation analysis of service quality, and school location has an estimate coefficient of 0.48 or 48% of its effect on student satisfaction, while service quality has an estimate coefficient of 0.56 its influence on student loyalty, and satisfaction has an estimate coefficient of 0.44 influence. student loyalty, this shows that the quality of service, and good student satisfaction will increase student loyalty at SMA Negeri 32 Jakarta, and the better the quality of service will increase student satisfaction. The results showed that student satisfaction as an intervening variable could increase the relationship between service quality variables and student loyalty, but did not affect the relationship between school locations and loyalty.

Keywords: service quality, school location, student satisfaction, student loyalty.

INTRODUCTION

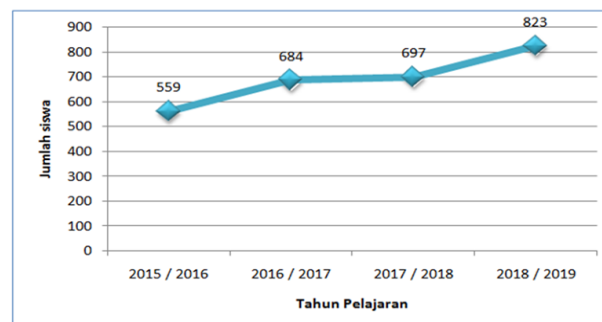
Education is a conscious effort that is deliberately designed to achieve predetermined goals, this is in accordance with Law No.20 of 2003 concerning the national education

system which states that education is a conscious and planned effort to create an atmosphere of learning and learning so that participants students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and intelligence that are needed by themselves and society.

The function of the world of education is to provide educational services that aim to produce quality resources that are capable of becoming a workforce and can become a driver of national development. The community's need for education is increasing, this causes the need for schools that have quality education services so that the existence of schools in the community is increasingly important. The level of competition for high schools (SMA) both public and private in Jakarta is getting more competitive, this encourages each school to implement a strategy that aims to win the competition in order to be able to grab the attention of students and become an excellent school.

One of the high schools (SMA) that competes competitively with other schools is SMA Negeri 32 Jakarta. The condition of SMA Negeri 32 Jakarta has implemented policies in terms of curriculum, namely implementing the 2013 curriculum which provides facilities and infrastructure for learning both in class and outside of the classroom, such as the availability of spacious and comfortable classrooms, language and computer laboratory rooms, separate science laboratories (Physics, Chemistry and Biology Lab), audio visual room, LCD and speakers in each class, library room, internet connection facilities and a fast wifi signal. Meanwhile, for the outer area at SMA Negeri 32 Jakarta, there are ample sports facilities, extracurricular areas for channeling talents and there are also facilities for worship..

Figure 1 JNumber of Registrants at SMA Negeri 32 Jakarta



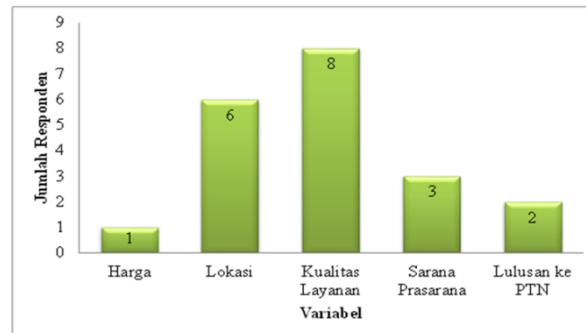
From the figure above, it can be seen that the number of new student registrants at SMA Negeri 32 Jakarta has increased over the last four years. In the 2015/2016 school year, it was found that the registrant data was 559 students, there was an increase of 22% to 684 students in the 2016/2017 school year. An increase in the number of students was also experienced in the 2017/2018 school year of 1.9%, which was 697 students, likewise in the 2018/2019 academic year the increase in the number of registrants at 32 Jakarta Public High School had increased to 832 students, namely 15%. Although the number of applicants for prospective students at SMA Negeri 32 Jakarta continues to increase, the results of the national exam scores obtained by the students are still in the low category, so that the ranking obtained based on the recap of public high schools in Jakarta is also on the order of 24 out of 29 schools. can be seen in table 1.4.

Students are expected to be enthusiastic and motivated in taking part in the teaching and learning process with the learning facilities provided by the school in order to obtain maximum learning outcomes as expected. Satisfaction will arise if the needs and wants can be met, whether the students are satisfied with the service or not is determined by the

behavior that appears after the students learn at the school. In general, if students are satisfied with the service at school, they will provide information to their relatives to enter their school.

Furthermore, the authors conducted a pre-survey which was conducted on October 12, 2018 at SMA Negeri 32 Jakarta and obtained 20 respondents.

Figure 2 Pre-Survey Results



Sumber: Data Peneliti

Based on the results of the pre-survey of 20 student respondents, it can be seen in Figure 1.2 that 8 (40%) students chose service quality, 6 (30%) students chose location, 3 (15%) students chose infrastructure, 2 (10%) students chose number of graduates to PTN and 1 (5%) students choose price as their main choice in determining their choice of school.

SMA Negeri 32 Jakarta of course also tries to compete competitively with other public schools, especially those in the city of South Jakarta. Based on the background discussed above, the researcher aims to conduct research on **"Analysis of the Influence of Service Quality and School Location on Student Satisfaction and Its Impact on Loyalty in SMA Negeri 32 Jakarta"**

LITERATURE REVIEW

Quality Service

Quality according to (Kotler dan G. Armstrong, 2013) quality or quality is the overall characteristics and characteristics of a product or service that affect its ability to satisfy stated or implied needs. Meanwhile, Lewis and Booms quoted in (Tjiptono, 2014) stated that service quality is a measure of how well the level of service provided is capable of and in accordance with customer expectations. According to Parasuraman cited by (Kotler, Philip and Kevin Lane Keller, 2015) there are five main dimensions in service quality, namely Reliability, Responsiveness, Assurance, Empathy, and Physical Evidence (Tangibles).

School Location

Based On (Kotler, Keller, dan Kevin Lane, 2012) define a place or location, namely various company activities to make products produced / sold affordable and available to target markets. Meanwhile, according to (Lupiyoadi, 2013), location is related to how the product is delivered to consumers and where the strategic location is. According to (Tjiptono & Chandra, G, 2011) there are eight dimensions of location, namely access, visibility, traffic, parking space, expansion, environment, competition, and government regulations regarding business locations.

Student Satisfaction

Satisfaction is defined as an effort to fulfill something or make something adequate (Tjiptono, 2014). Customer satisfaction is the level of consumer feelings after comparing the performance or results he feels compared to expectations (Kotler dan G. Armstrong, 2013). Satisfaction consists of four dimensions (Kotler dan G. Armstrong, 2013), namely remaining loyal, buying new products, recommending products, and providing suggestions or input.

Student Loyalty

The definition which is forward by Kotler in about loyalty is Loyalty is a level of psychological tendency of positive, consistent and repeated consumer attitudes and behavior to carry out an activity that has the power of loyalty to the various references it faces to keep choosing things in the form or at least different from the attributes that already have.

According to (Griffin, 2015) loyal customers have four characteristics, namely making regular purchases, buying outside the product or service line, referring company products to others, and showing immunity from the attraction of similar products.

Previous Research

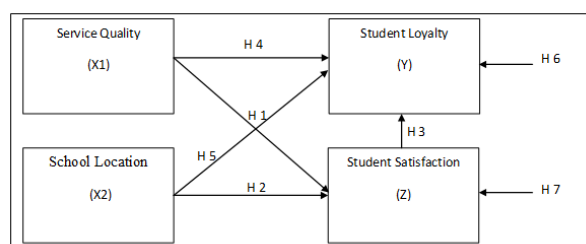
Previous studies that have been conducted and related to service quality, brand image and promotions that affect customer satisfaction can thus strengthen the framework carried out in the research. Based on (Irmawati, 2017) it was found that there was a significant relationship and influence between service quality and customer satisfaction, and location had a significant effect on student satisfaction. Then according to (Mestrovic D., 2017) it was found that there was a positive influence between service quality and student satisfaction. (Sitio, 2017) found that there is a significant influence between service quality and customer satisfaction.

Based on (Baruna Hadi Brata, Shilvana Husaini, & Hapzi Ali, 2017) it was found that the results of location have a significant effect on purchasing decisions and customer satisfaction. Satisfaction, followed by assurance, empathy, reliability and safety. Furthermore, research from (Widyastuti, 2020) found that the results of satisfaction have an effect on student loyalty, and satisfaction as an intervening variable has an effect on increasing the relationship of the variables of Tutor Competence, Price, and Learning Achievement to Student Loyalty.

Theoretical

A good theoretical framework will theoretically explain the relationship between the variables of service quality, school location, student satisfaction, and student loyalty to be studied. Schematically depicted in the following framework:

Figure 3 Theoretical Frame



RESEARCH METHODS

Definition of Operational Concept

The scale used is the interval. Based on the theoretical study that has been studied, the operational variables and variable dimensions and attributes used in this study are described as follows:

1. Service quality (X₁) consists of 5 dimensions, namely reliability, responsiveness, assurance, tangibles, and empathy which were adopted from (Kotler, Philip and Kevin Lane Keller, 2015). The question consists of 5 indicator items used.
2. School Location (X₂) consists of 8 dimensions, namely access, visibility, traffic, parking space, expansion, surrounding environment, competition, and government regulations adopted from (Tjiptono F & Chandra G, 2016), and a statement consisting of 8 indicator items used.
3. Student Satisfaction (Z) consists of 4 dimensions, namely remaining loyal, buying new products, recommending products, and providing input adopted from (Kotler dan G. Armstrong, 2013), and a statement consisting of 4 indicator items.
4. Student Loyalty (Y) consists of 4 dimensions, namely regular purchases, buying outside the product line, referencing products, and showing the attractiveness of similar products adopted from (Griffin, 2015), and a statement consisting of 4 indicator items.

Population and Samples

Population is a group of individuals, events, or other interesting things that you want to research (Sugiyono, 2009). The sample is part of the number and characteristics of the population (Sugiyono, 2009). The population in this study were all students of SMA Negeri 32 Jakarta. The sampling method in this study refers to the theory (Wijanto, 2015) SEM analysis requires a sample of at least 5 times the number of indicator variables used, so that the number of samples in this study is determined to be the number of manifest variables $\times 5 = 42 \times 5 = 210$ rounded to 274 respondents.

Data Analysis Method

Data collected were analyzed using Structural Equation Modeling (SEM) with the help of programs or software lisrel 8.8. Structural Equation Modeling (SEM) is the second generation of multivariate analysis techniques that allow researchers to examine the relationships between complex variables, both recursive and non-recursive to obtain a comprehensive picture of the overall model (Haryono, 2017). The test uses two stages, namely the measurement model (the relationship between the loading value of the indicator and the construct) and the structural model (the relationship between independent and dependent constructs). In this study, the measurement and structural model fit test was carried out, as well as the intervening variable test to see the influence of student satisfaction variables on the relationship between Service Quality variables and school location on student loyalty.

FINDINGS AND DISCUSSION

Characteristics of Respondents

Based on gender, from 274 respondents, the percentage of respondents with male sex was 41% or as many as 112 people, while the female gender was 59% or as many as 162 people. When viewed by class, the percentage of respondents from class XII MIPA was 51%

or as many as 140 people, and from class XII IPS was 49% or as many as 134 people. Based on the place of residence, from Cipulir as many as 25% or 68 people, from Grogol Selatan as many as 20% or 56 people, from Ulujami as many as 11% or 29 people, from Petukangan as many as 14% or 38 people, from Sukabumi Selatan as many as 35 people or 13% , from Kebayoran Lama Utara as many as 27 people or 10%, from Kebayoran Baru as many as 7 people or 2%, and from Ciledug as many as 14 people or 5%.

Complete Results of the Research

Measurement Model Analysis

The measurement model testing in SEM analysis is used to test the validity of the indicators in each construct. The construct validity test can be done by looking at the loading factor value of each indicator in the construct. In this test the indicator is declared valid if it has a loading factor value > 0.5 and a T-value > 1.96, while the construct reliability test is carried out by calculating the AVE and CR values of the constructs, the construct is declared reliable if the AVE model > 0.5 and the CR model > 0,7. According to (Ghazali, 2016) the formulas used to calculate construct reliability (CR) and Variance Extracted (VE) are:

$$\text{Construct Reliability} = \frac{(\sum_i^n \text{Standardized Loading Factor})^2}{(\sum_i^n \text{Standardized Loading Factor})^2 + (\sum \text{Standard Errors})}$$

$$\text{Variance Extracted} = \frac{\sum_i^n \text{Standardized Loading Factor}^2}{\sum_i^n \text{Standardized Loading Factor}^2 + (\sum \text{Standard Errors})}$$

Table 1 Test Validity and Reliability

Variabel	Kode Indikator	SLF	Standar d Errors	Reliabilitas		Keterangan
				CR \geq 0,70	VE \geq 0,5	
Kualitas Pelayanan (X1)	KP01	0,81	0,35	0,90	0,65	Valid
	KP02	0,85	0,27			Valid
	KP03	0,81	0,35			Valid
	KP04	0,78	0,39			Valid
	KP05	0,79	0,37			Valid
Lokasi Sekolah (X2)	LS01	0,80	0,36	0,89	0,67	Valid
	LS02	0,72	0,48			Valid
	LS03	0,71	0,49			Valid
	LS04	0,64	0,59			Valid
	LS05	0,72	0,49			Valid
	LS06	0,78	0,38			Valid
	LS07	0,68	0,53			Valid
	LS08	0,63	0,60			Valid
Kepuasan Siswa (Z)	KEP01	0,78	0,39	0,86	0,61	Valid
	KEP02	0,80	0,36			Valid
	KEP03	0,85	0,28			Valid
	KEP04	0,69	0,53			Valid
Loyalitas Siswa (Y)	LY01	0,64	0,58	0,79	0,64	Valid
	LY02	0,65	0,58			Valid
	LY03	0,71	0,50			Valid
	LY04	0,77	0,41			Valid

Table 1 shows that the value of Variance Extracted (VE) and construct reliability (CR) of all indicator constructs has a VE value greater than 0.50, a CR value greater than 0.7, where the CR and VE values of Service Quality (X1) 0.90, and 0.65; School Location (X2) 0.89, and 0.67; Student Satisfaction (Z) 0.86, and 0.61; and Student Loyalty (Y) 0.79, and 0.64. Thus all latent variables have met the validity and reliability test requirements because the VE value is greater than 0.50, the CR value is greater than 0.7.

Structure Model Analysis

After calculating and analyzing Confirmatory Factor Analysis (CFA), the following is a structural equation model measurement variable to analyze the relationship between suitability and hypotheses on research variables. The overall model fit test is conducted to see how well the resulting model describes its actual conditions. Research data processing was carried out using the maximum likelihood method on the Lisrel 8.8 application.

Goodness of Fit Test

Figure 4 Structural Model based on standardized solutions

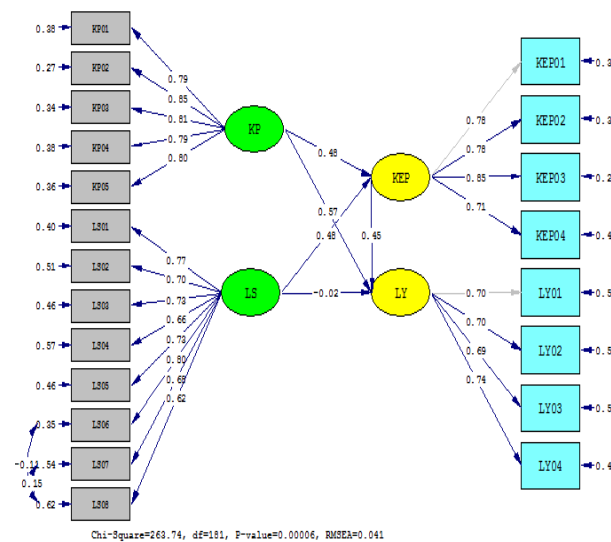


Table 2 GOF Structural Model Test

Ukuran Goodnes Of Fit	Ukuran Kecocokan		Hasil Pengukuran	
	Good Fit	Marginal Fit		
Normed Chi-Square (χ^2/df)	< 2.0		1,457	Fit
P Value	$0.05 \leq p \leq 1.00$	$0.01 \leq p \leq 0.05$	0,01	Marginal Fit
Root Mean Square Error (RMSEA)	< 0.08		0,041	Fit
Goodness of Fit Index (GFI)	≥ 0.90	$0.80 - < 0.90$	0,92	Fit
Adjusted Goodness of Fit Index (AGFI)	≥ 0.90	$0.80 - < 0.90$	0,82	Marginal Fit
Normal Fit Index (NFI)	≥ 0.90	$0.80 - < 0.90$	0,98	Fit
Non-Normed Fit Index (NNFI)	≥ 0.90	$0.80 - < 0.90$	0,99	Fit
Comparative Fit Index (CFI)	≥ 0.90	$0.80 - < 0.90$	0,99	Fit
Incremental Fit Index (IFI)	≥ 0.90	$0.80 - < 0.90$	0,99	Fit
Relative Fit Index (RFI)	≥ 0.90	$0.80 - < 0.90$	0,98	Fit

The results of SEM analysis illustrate that the GFI value of 0.92 is greater than 0.90 (fit), the RMSEA value is $0.041 < 0.08$ (model fit), this shows that the structural equation model meets the absolute fit measure requirements, which means that the structural equation model in this study as a whole is compatible with data. In the incremental fit measure requirements, the NNFI / TLI value is $0.99 \geq 0.90$ (fit model), CFI value $0.99 \geq 0.90$ (model fit), RFI value $0.99 \geq 0.90$ (model fit), NFI value $0.98 \geq 0.90$ (fit model), and IFI $0.99 \geq 0.90$ (model fit), indicating that the structural equation model meets the incremental fit measure requirements, then for the parsimonious fit measure requirement the normed chi-square value is $1.457 < 2.0$ (model fit), indicating that the structural equation model meets the parsimonious fit measure requirements which means Overall the structural equation model in this study has met the goodness of fit requirements.

Figure 5 Structural Model Estimates Using Lisrel 8.8

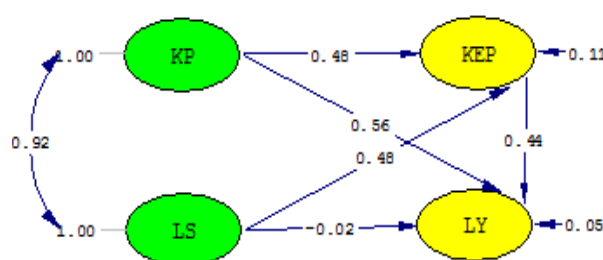


Figure 6 Output structural model

Structural Equations

$$KEP = 0.48*KP + 0.48*LS, \text{ Errorvar.} = 0.11, R^2 = 0.89$$

(0.14)	(0.14)	(0.029)
3.51	3.48	3.69

$$LY = 0.44*KEP + 0.56*KP - 0.024*LS, \text{ Errorvar.} = 0.048, R^2 = 0.95$$

(0.19)	(0.18)	(0.18)	(0.033)
2.30	3.21	-0.14	1.45

R-Square Determination Coefficient Test (R^2)

Determination analysis aims to measure how far the model's ability to explain dependent variation can inform whether the estimated structural model is good or not. The coefficient of determination (R^2) is 0.89, which means that the level of student satisfaction can be influenced by service quality and school location by 89%, while the remaining 11% is influenced by other factors not discussed in this study. While the coefficient of determination (R^2) is 0.95, which means that the level of student loyalty can be influenced by service quality, school location, and student satisfaction by 95%, while the remaining 5% is influenced by other factors not discussed in this study.

Hypothesis

Based on the results of the structural model fit test, the four research hypotheses will prove that there is a significant relationship at the 95% confidence level with $t \text{ value} > 1.96$. In general, the conclusions of the results of hypothesis testing, indirect effects, and model coefficient estimates can be seen in the table as follows:

Table3 Hypothesis Test

	Structural Analysis	Estimates	T-Values	Explanation
Direct Effect	Quality Service->Student Satisfaction	0.48	3.51	Positive Effect
	School Location -> Student Satisfaction	0.48	3.48	Positive Effect
	Student Satisfaction -> Student Loyalty	0.44	2.3	Positive Effect
	Quality Service->Student Loyalty	0.56	3.21	Positive Effect
	School Location -> Student Loyalty	-0.02	-0.14	No Effect
Indirect Effect	Quality Service->Student Satisfaction -> Student Loyalty	0.21	2.11	Positive Effect
	School Location -> Student Satisfaction -> Student Loyalty	0.21	1.8	No Effect

Figure7indirect effectOutput

Indirect Effects of KSI on ETA

	KP	LS
KEP	- -	- -
LY	0.21 (0.10) 2.11	0.21 (0.12) 1.80

Based on the results of hypothesis testing in table 3, the variables of Service Quality and School Location have a positive and significant relationship to student satisfaction at SMA NEGERI 32 Jakarta (**Hypothesis 1 and Hypothesis 2**). This can be seen from the t value of 3.51 and 3.48 with the same coefficient estimate of 0.48 or 48% of the effect on student satisfaction. This means that the better the quality of service and location of the school will increase student satisfaction by 48% each. The result of the next hypothesis test is that the student satisfaction variable has a positive and significant relationship to the loyalty of students of SMA NEGERI 32 Jakarta (**Hypothesis 3**). This can be seen from the t value of 2.33 with an estimated coefficient of 0.44 or 44% of the effect on student loyalty, which means that the better and increased student satisfaction, it will increase student loyalty by 44%.

The Service Quality variable has a positive and significant relationship with Student Loyalty (**Hypothesis 4**). This can be seen from the t value of 3.21 with an estimate coefficient of 0.56 or 56% of the effect on student loyalty. Furthermore, the school location

variable has no effect on student loyalty (**Hypothesis 5**). This can be seen from the t value of $-0.14 < 1.96$, which means that student loyalty is not influenced by school location, but is influenced by the quality of service and student satisfaction. Service quality variables have the greatest influence on student loyalty.

Based on the indirect effect of job satisfaction as an intervening variable that mediates the relationship between service quality variables and school location on student loyalty (**Hypothesis 6 and Hypothesis 7**), the results show that job satisfaction has a positive effect or increases the relationship between service quality variables and student loyalty. but it has no effect on the relationship between school location variables and student loyalty. This can be seen from the picture above that the t value of job satisfaction mediates service quality towards student loyalty by 2.11 which is greater than 1.96, and the estimated coefficient is 0.21 or 21% the effect.

Discussion

Based on empirical findings in this study, it is known that service quality and school location have a partially significant positive effect on student satisfaction at SMA Negeri 32 Jakarta. These results successfully confirm empirical findings from previous studies, including research from (Irmawati, 2017), dan (Sitio, 2017). This shows that the higher the quality of service and school location, the higher student satisfaction, and vice versa. Another empirical finding is that there is a significant positive effect of student satisfaction on student loyalty. This is in line with (Widyastuti, 2020) which shows results where customer loyalty increases because it is influenced by student satisfaction; (Usman, 2016) who found a significant effect of the quality of student service on student loyalty.

Another finding is that there is no influence of school location on student loyalty. This empirical finding also confirms previous research (Adiba, 2016), where there is no influence of store location on consumer loyalty. Finally, the empirical findings of the existence of a significant positive effect School Location on student loyalty This is in line with (Baruna Hadi Brata, Shilvana Husaini, & Hapzi Ali, 2017) which shows the results where school location affects purchase interest and customer loyalty.

CONCLUSION AND SUGGESTION

Conclusion

Service quality and school location have a positive and significant effect on student satisfaction at SMA Negeri 32 Jakarta partially and directly. This shows that the higher / better the quality of service, and the location, the more student satisfaction increases. Student Satisfaction has a positive and significant influence on Student Loyalty in SMA Negeri 32 Jakarta. This shows that the more student satisfaction increases, the student loyalty will increase better than before. Student satisfaction can act as an intervening variable to improve the relationship between service quality variables and student loyalty, but it has no effect on the relationship between school location and student loyalty. Service Quality has a positive and significant influence on Student Loyalty in SMA Negeri 32 Jakarta. This shows that the better the quality of service, the student loyalty will increase. Service quality has the greatest influence on student loyalty, meaning that to increase student loyalty, it is the service quality variable that is prioritized to be increased for each increase in student loyalty. Student loyalty has no effect on the student loyalty variable of SMA Negeri 32 Jakarta. This shows that the better the location of the school will not increase student loyalty, but only increase student satisfaction.

Suggestion

a) For SMA Negeri 32 Jakarta :

1. The better the quality of service that the school provides to its students, the higher the satisfaction score it will be. This can be done by means of teachers as educators given training or upgrading to improve teacher expertise to align their knowledge and skills according to the progress and development of science in their respective fields,
2. Safe and comfortable school locations will make a good level of satisfaction too, This can be done by adding security and adding CCTV in all corners of the school building, creating a comfortable atmosphere by providing good facilities both inside and outside the classroom, providing large and clear signs in front of the main road can also be done by the school.
3. The satisfaction score of a student will have an effect on loyalty to the school, with the amount of loyalty that the school gets can continue to survive and have a competitive advantage from other schools by implementing strategies to improve the quality of learning such as more active and inspirational educators so that students can respond more quickly receive lessons well which in the end students get high and satisfying scores to be accepted in public universities to continue to a higher level.

b) For Further Research :

And for further researchers, to add other variables that may affect student loyalty so that the results can be generalized. For example: promotion and school image.

REFERENCE

- 1) Adiba. (2016). Pengaruh Suasana Toko Dan Lokasi Terhadap Minat Beli Konsumen Pada Toko Aurora Shop Samarinda. *Ejournal Administrasi Bisnis*, 4(34).
- 2) Brata, H. B., Husani, S., & Ali, H. (2017). *The Influence of Quality Products, Price, Promotion, and Location to Product Purchase Decision on Nitchi at PT. Jaya Swarasa Agung in Central Jakarta*. *Saudi Journal of Business and Management Studies*, 2(4B), 433–445.
- 3) F, T. (2011). *Manajemen Dan Strategi Merek*. Yogyakarta: C.V Andi Offset.
- 4) Ghazali, I. (2016). *Structural Equation Modelling Teori, Konsep Dan Aplikasi Dengan Program Lisrel 9.10*. Semarang: Universitas Diponegoro.
- 5) Griffin, J. (2015). *Strategi Pemasaran: How To Keep It, How To Earn It*. New York: Lexiton Books.
- 6) Haryono, S. (2017). *Metode Sem Untuk Penelitian Manajemen Dengan Amos Lisrel Pls*. Jakarta: Luxima Metro Media.
- 7) Irmawati, H. (2017). Pengaruh Lokasi Dan brand Image Serta Kualitas Lpengaruh Lokasi Dan Brand Image Serta Kualitas Layanan Terhadap Kepuasan Pada Mahasiswafakultas Kedokteran Universitas Jember. *Jurnal Bisnis Dan Manajemen Vol. 11 No.2*.

- 8) Kotler Dan G. Amstrong. (2013). *Prinsip-Prinsip Pemasaran. Jilid 1. Edisi 12*. Jakarta: Erlangga.
- 9) Kotler, Philip And Kevin Lane Keller. (2015). *Marketing Management 15e*. New Jersey: Person Prentice Hall, Inc.
- 10) Kotler, Philip. & Keller, Kevin L. (2009). *Manajemen Pemasaran, Jilid Kesatu*. Jakarta: Erlangga.
- 11) Lupiyoadi, R. (2013). *Manajemen Pemasaran Jasa*. Jakarta: Salemba Empat.
- 12) Mestrovic, D. (2017). Evic Quality, Student Service Quality, Studen Tsatisfication, And Behavioural Intention In Stem And Ic Higher Education Institutions. *Indecs 15.66-77.10.7906/15*.
- 13) Mestrovic, D. (2017). Service Quality, Student Service Quality, Studen Tsatisfication, And Behavioural Intention In Stem And Ic Higher Education Institutions. *Indecs 15.66-77.10.7906/15*.
- 14) Sitio, T. (2017). Patient Satisfaction Model And Patient Loyalty: Analysis Of Service Quality And Facility. *Scholars Middle East Publishers, Dubai, United Arab Emirates*.
- 15) Sugiyono. (2009). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.
- 16) Tjiptono & Chandra, G. (2011). *Service, Quality, & Satisfaction*. Yogyakarta: Penerbit Andi.
- 17) Tjiptono F & Chandra G. (2016). *Service, Quality & Satisfaction Edisi 3*. Yogyakarta: C.V Andi Offset.
- 18) Tjiptono, F. (2014). *Pemasaran Jasa-Prinsip, Penerapan, Dan Penelitian*. Yogyakarta: Penerbit Andi.
- 19) Usman, U. (2016). Mediating Effect Of Satisfaction On Service Quality, Image And Student Loyalty In Higher Education. *Journal Of Technical Education And Training Vol. 11 No. 4*.
- 20) Widyastuti, A. S. (2020). Pengaruh Kompetensi Tutor, Harga Dan Prestasi Belajar Siswa Terhadap Loyalitas Pelanggan Lembaga Bimbingan Belajardengan Kepuasan Sebagai Variabel Intervening. *Jurnal Bina Manajemen, Maret 2020, Vol.8 No.2*.
- 21) Wijanto, S. (2015). *Metode Penelitian Menggunakan Structural Equation Modeling Dengan Lisrel 9*. Jakarta: Lembaga Penerbit Fakultas Ekonomi Ui.