



INFLUENCE OF SERVICE QUALITY AND SCHOOL IMAGE ON SATISFACTION AND ITS IMPLICATIONS TOWARDS LOYALTY OF STUDENTS SMK PGRI 35 JAKARTA

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Abstract: *The purpose of this study was to determine the effect of service quality, school image on the satisfaction and loyalty of students of SMK PGRI 35 Jakarta. The population used in this study were students of SMK PGRI 35 Jakarta with a total sample of 160 respondents. Data were collected through a questionnaire using a Likert scale. The data analysis of this research used SEM with Lisrel. The research results show that service quality and school image have a positive and significant effect on satisfaction and loyalty, and satisfaction has a positive and significant effect on loyalty. In addition, the results of this research indicate that without going through the intervening variables, it will directly have a higher effect value than indirectly.*

Keywords: *Service Quality, School Image, Satisfaction, Loyalty.*

INTRODUCTION

Education plays a very important role in the progress of civilization. Education is an effort so that humans can improve and develop their potential through a learning process and / or other methods that are known and recognized by the community. There is no other way to improve the quality of a nation except through improving the quality of its education. The function of education in Indonesia is to develop capabilities and shape the character and civilization of the nation with dignity in the framework of educating the nation's life. Whereas the purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. One of the ways to achieve this goal is the government to organize vocational secondary education.

Vocational secondary education is education at the secondary education level that prioritizes the development of the ability of students to carry out certain types of work. Vocational High School (SMK) organizes educational programs tailored to the types of employment (PP No.29 of 1990). SMK has many skill programs. The expertise program carried out at SMK adapts to the needs of the existing work world. Expertise programs at the

SMK level also adjust to community and market demands. The SMK curriculum is made so that students are ready to immediately work in the world of work. The content of the existing curriculum in SMK is arranged in such a way as to suit the needs of the existing work world and aims so that students do not experience significant difficulties when entering the real world of work.

DKI Jakarta is one of the most populous cities in Indonesia which has a very large population of productive age at the junior high school level and will later continue to SMA/SMK/MAK. The interest of junior high school graduates who continue to vocational high schools in DKI Jakarta has experienced a decline in the 2014-2015 school year, but has continued to increase in the last three years. Until now, the number of state SMKs in DKI Jakarta is 63 schools, which is very different from private SMKs, which are 516 schools. So that the competition in private SMK is very much. The small number of State Vocational Schools in Jakarta causes the number of students accepted at State Vocational High Schools is very limited. The following is a statistical comparison of the number of private vocational school students in DKI Jakarta, Region I, West Jakarta Administrative City, Cengkareng District, and SMK PGRI 35 in the last 5 years. It can be seen in Figure 1 below:

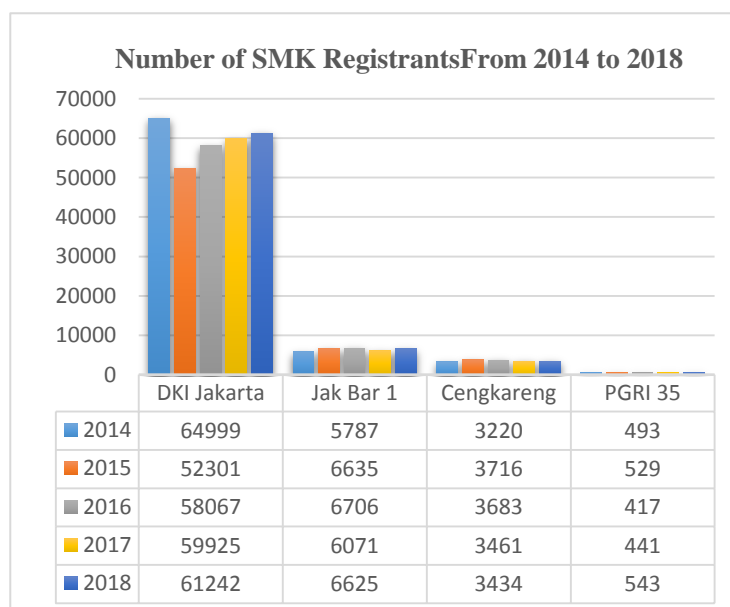


Fig 1. Number of SMK Registrants From 2014 to 2018

Figure 1. above shows the number of new vocational student registrants for SMK from 2014 to 2018. From Figure 1. It is also seen both from the Provincial, Municipal, District, and SMK PGRI levels over the last 5 (five) years experiencing fluctuation with details in the table 1. the following:

Table 1. Number of New Students of SMK DKI Jakarta

No	School	Years				
		2014	2015	2016	2017	2018
1	SMK Negeri	15.854	14.611	15.106	15.228	16.560

2	SMK Swasta	64.999	52.301	58.067	59.925	61.242
Total		80.853	66.912	73.173	75.153	77.802

Source : Pusat data Statistik Kemdikbud

From table 1. it can be seen that the number of students of SMK Negeri in the last four years has continued to increase. This data shows that the number of students at State Vocational Schools in Jakarta tends to increase from year to year. The limited number of students admitted to State Vocational High Schools has made private SMKs compete to accept new students. DKI Jakarta is divided into 5 Administrative City Regions, namely the Administrative City of Central Jakarta, East Jakarta, South Jakarta, West Jakarta, and North Jakarta along with the Thousand Islands. Each Administrative City is divided into region 1 and region 2. West Jakarta Region 1 Administrative City consists of 3 districts, namely Cengkareng, Kali Deres, and Tambora. In Cengkareng sub-district there are 24 SMK, consisting of 2 State Vocational Schools and 22 Private Vocational Schools. The data for new students in Cengkareng District can be seen in table 2. The following:

Tabel 2. Number of New Students of SMK in Cengkareng

No	School	Years				
		2014	2015	2016	2017	2018
1	SMK Negeri	536	532	543	599	672
2	SMK Swasta	3.220	3.716	3.683	3.461	3.434
Total		3.756	4.248	4.226	4.060	4.106

Source : <http://dapo.dikdasmen.kemdikbud.go.id>

Based on table 1.3, the number of students of SMK Negeri in Cengkareng District in 2015 had experienced a slight decrease of 1%. But after that the number has continued to increase in the last three years. In 2016 it increased 2%, in 2017 it increased by 10%, and in 2018 it increased by 12%. This shows that there is an increase in the quota of new students being opened for State Vocational High Schools, either adding study groups or opening new majors.

SMK PGRI 35 is one of the private vocational schools for the Business and Management group located in the Cengkareng District SMK PGRI 35 which has 3 Skills Competencies, namely Accounting, Office Administration, and Marketing. SMK PGRI 35 was founded in 1999, and is one of the private SMKs which has the fourth largest number of students out of the twenty-two private SMKs in Cengkareng District. The data can be seen as follows:

Table 3. Number of New Students of SMK PGRI 35

No	Dept.	Years				
		2014	2015	2016	2017	2018
1	Accounting	170	205	169	182	210

2	Office Adm.	163	164	128	132	170
3	Marketing	160	160	120	127	163
Total		493	529	417	441	543

Source : Tata usaha SMK PGRI 35

It can be seen from table 3 above that the number of new student registrants at SMK PGRI 35 has fluctuated over the last five years, both majoring in Accounting, Office Administration, and Marketing. In 2015 the Accounting Department increased by 21%, Office Administration increased by 1%, and Marketing remained. In 2016 all majors experienced a decline, majoring in Accounting fell 18%, Office Administration fell 22%, and Marketing fell 25%. In 2017 experienced, the Department of Accounting rose 8%, Office Administration increased 3%, and Marketing increased 6%. Meanwhile, in 2018 there was another increase, the Accounting Department increased by 15%, Office Administration increased by 29%, and Marketing increased by 28%.

The phenomenon that occurs is the increase in the number of new student registrants at SMK PGRI 35 in the last three years. Registrants at SMK PGRI 35 in 2017 experienced an increase of 6%, whereas at the same time students of private vocational schools in Cengkareng District were generally experiencing 6%. In 2018 the registrants at SMK PGRI 35 again experienced a significant increase, namely from 441 to 543 or an increase of 23%, even though at the same time students of private vocational schools in Cengkareng District had a decline again by 1%. Departing from the phenomenon that occurred then a preliminary survey was carried out related to service quality, school image, service quality and student loyalty, the results of the preliminary survey showed that 90% or 54 students expressed satisfaction and 10%, 40% of students stated that satisfaction was very influenced by service quality, 85% or 51 students stated that graduates of SMK PGRI 35 were competent, 85% or 51 students stated that they were willing to recommend SMK PGRI 35 to others so that this research will focus on further how much influence the quality of service and image of the school on satisfaction and the implications for the loyalty of students at SMK PGRI 35 Jakarta

LITERATURE REVIEW

Service Quality.

Quality consists of several factors that can meet consumer expectations. The concept of quality is considered a measure of the perfection of a product or service which consists of design quality and conformity quality (Tjiptono & Chandra, 2016). Service quality is much more difficult to define, define and measure when compared to the quality of goods. Lewis & Booms in Tjiptono & Chandra (2016) suggests that service quality is a measure of how well the level of service provided is able to materialize according to customer expectations. Tjiptono & Chandra (2016) also stated that the quality of service itself is found by the company's ability to meet customer needs and desires in accordance with customer expectations. Syamsiah (2011) also suggests that the relationship between service quality and perceived value is that quality service will increase value for customers so that it can create satisfaction which in turn can increase customer loyalty. Studies on service quality on satisfaction in education have also been carried out, namely Rinala et al. (2013) Radja et al (2013), Khusaeni (2016), Wantara (2015), Lunarindiah (2016), Chandra, et al (2018), Miss (2014), Haruna, et al 2016), Martines, et al (2016), Subrahmanyam (2016), Usman et al (2016), Mestrovic et al (2017), Shamsavar, et al (2017), Rahman, et al (2017), and Chandra et al (2018) who suggest that service quality positive and significant effect on student or student

satisfaction. While other research related to student satisfaction and loyalty has also been carried out, including research conducted by Rinala et al (2013), Mulyana et al (2015), Husaeni (2016), Chandra et al (2018), Usman et al (2016), Zhang et al (2016), Shahsavari (2017) who state that satisfaction affects loyalty.

School Image.

Image is a set of beliefs, ideas and impressions that a person has about an object (Kotler & Keller, 2012). Meanwhile, Rulsan (2012) states that the image itself is abstract and cannot be measured mathematically, but its form can be felt from the results of good or bad assessments. Image is formed from how the institution carries out operational activities which have the main foundation in terms of services (Buchori, 2014). Fahrurrozi (2012) states that there are many factors that influence the formation of the image of an educational institution, including academic reputation, school appearance, costs, personal attention, location, career placement, social activities, and study programs. According to Shirley Harrison in Suwandi (2011) the image of an organization consists of: (1) Personality, (2) Reputation, (3) Value, (4) Corporate Identity. A number of studies have been carried out regarding the image of schools on satisfaction and loyalty, including research conducted by Mulyana et al (2015), Husaeni (2016), Lunarindiah (2016), Azoury et al (2014), Shahsavari et al (2017), Kunanusorn et al (2015) whose research results indicate that the image of an organization has a positive and significant effect on the satisfaction variable. Meanwhile, other research conducted by Ali et al (2014), Mulyana et al (2015), Khusaeni (2016), Usman et al (2016) suggests that the image of an institution or institution has a provide a positive and significant influence on the loyalty variable.

Satisfaction.

For a company or educational institution such as a school that is centered on customers or students, customer or student satisfaction is the goal of the company or educational institution. Increasing competitors require companies or schools to have a strategy to compete, survive and develop. According to Kotler (2012) satisfaction is the feeling of consumers in the form of happy or disappointed, which occurs because it compares the product's expected performance (or results) to consumer expectations. While Tjiptono (2012) states that consumer satisfaction or discontent is the consumer's response to changes in the perceived discrepancy / disconfirmation between expectations and the actual performance of the product that is felt after using an item. Irawan (2012) believes there are 3 factors that can influence satisfaction, namely: (1) product quality, (2) price, and (3) service quality. A number of studies related to consumer satisfaction have been conducted by Rinala et al (2013), Radja et al (2013), Mulyana et al (2015), Husaeni (2016), Chandra et al (2018) Usman et al (2016), Zhang et al. (2016) Shahsavari et al (2017) whose results show that satisfaction affects loyalty.

Loyalty.

Loyalty according to Hurriyati (2015) play an important role in the company, maintaining them means increasing financial performance and maintaining business continuity. Loyalty is not seen only in terms of repeated transactions or purchases. Griffin (2015) said there are 4 characteristics of loyal customers, among others : (1) customers who regularly repurchase, (2) customers who buy other products / services at the same company, (3) customers who refer to goods / services to other people, and (4) customers who do not turn to other products, even if influenced by other competitors. While Tjiptono (2012) states that loyalty is a relationship between the company and customers where the creation of a

satisfaction provides a good basis for repurchasing the same goods and forming a word of mouth recommendation. To become a loyal customer, the customer must go through several stages. Griffin (2015) states that there are several stages, namely: (1) suspects, (2) prospects, (3) disqualified prospects, (4) first time customers, (5) repeat customers, (6) clients, (7)) advocates, and (8) partners.

RESEARCH METHODS

This research uses quantitative methods and by using the method of causal analysis. In addition, this research method uses a survey method. Population according to Sugiyono (2012) is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions are drawn. The population used in this study were 1,130 students of SMK PGRI 35. Meanwhile, the sample is owned population which is part of the number and characteristics (Sugiyono, 2012). The determination of the sample size to be investigated in this research used Hair (2010) with a total sample of 160 respondents. The sampling method used in this research is incidental sampling, namely the technique of determining the number of samples based on coincidence, i.e. anyone who happens to meet can be used as a sample, if it is considered that the person who happened to be met is appropriate as a source of data. Data were collected using a questionnaire. Data analysis method using SEM - Lisrel.

RESULTS AND DISCUSSION

This study examines the unobserved indicators of loyalty. For validity tests that are processed in SEM all statements must have a Standardize Loading Factor (SLF) value > 0.7 to be considered valid. From the results of data processing, it can be seen that the service quality variable has an SLF value > 0.7 so that all indicators are declared valid. Likewise for the variables of school image, satisfaction, and loyalty which have a value of SLF < 0.7 , so that all indicators are declared valid. The next analysis is to test the reliability of all variables using the criteria for the value of CR > 0.70 and VE > 0.5 , so that it can be concluded that all variables are declared reliable in this research. After the feasibility test of the data is carried out, the next step is to test the fit of the measurement model. The following are the results of the research model suitability test

Table 4. Research Model Fit Test Results

Goodnes Of Fit Measures	Match Siza		Measurement results	
	Good Fit	Marginal Fit		
Normed Chi-Square (χ^2/df)	< 2.0		1.297	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		0.043	Fit
Goodness of Fit Index (GFI)	≥ 0.90	$0.80 - < 0.90$	0.82	Marginal Fit
Adjusted Goodness of Fit Index (AGFI)	≥ 0.90	$0.70 < 0.90$	0.78	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

It can be seen in the table above that the measurement model test shows that the overall model suitability value has shown a fit value. Because the measurement model test has Good Fit and does not need to be modified, the analysis is continued to the structural model test, which results will be the same as the measurement model test in the table above.

After obtaining a structural model with a good Goodness of Fit, the next step is to test the hypothesis. In this study, there are 5 hypotheses as previously described and the significance of each variable relationship was tested. The significance value (α) used is 0.05 or 5% with a t value of ≥ 1.96 (Wijanto, 2008). The estimated value of the causal relationship from the structural model tested and the results of hypothesis testing by looking at the t value in the relationship between variables and can be seen in the following table (t-value ≥ 1.96) is as follows:

Table5. Hypothesis testing

Hubungan Antar Konstruk	T-Values	Keterangan
Service Quality-> Satisfaction	3.84	Has a positive and significant impact
School Image -> Satisfaction	5.43	Has a positive and significant impact
Service Quality-> Loyalty	2.28	Has a positive and significant impact
School Image -> Loyalty	4.02	Has a positive and significant impact
Satisfaction -> Loyalty	5.40	Has a positive and significant impact

DISCUSSION

Service quality has a positive and significant impact on satisfaction, in other words, if the service quality of SMK PGRI 35 Jakarta has increased, it will affect satisfaction. The results of this research also confirm the results of research by Mestrovic (2017) regarding the effect of service quality on student satisfaction and behavioral intentions. School image has a positive and significant effect directly on satisfaction. In other words, if the image of the PGRI 35 Jakarta SMK school has increased, it will affect satisfaction. The results of this research also confirm the results of research by Khusaeni (2016) on the Relationship between Service Quality, School Image, Student Satisfaction and Student Loyalty. Service quality has a positive and significant effect directly on loyalty. In other words, if the service quality of SMK PGRI 35 Jakarta has increased, it will affect loyalty. The results of this study also confirm the results of research from Ali et al (2018) on the determinants of student loyalty. School image has a positive and significant effect directly on loyalty. In other words, if the image of the SMK PGRI 35 Jakarta school has increased, it will affect loyalty. Satisfaction

has a positive and significant effect directly on loyalty. In other words, if the satisfaction of SMK PGRI 35 Jakarta has increased, it will increase loyalty.

The results of this research indicate that service quality and school image have a positive, significant, and strong influence on student satisfaction and loyalty at SMK PGRI 35 Jakarta. In an effort to increase student satisfaction and loyalty at SMK PGRI 35 Jakarta, schools must continue to improve service quality, including teachers who are always dressed neatly and have a professional attitude, clean and comfortable classes, disciplined KBM, always provide accurate information, responsive BK to student problems and provide solutions to student problems. Besides continuing to maintain the quality of service, the creation of a school image also greatly affects student satisfaction. Such as management that the public can trust, has a good name, is disciplined and punctual, and has a logo that is easy to remember. When the quality of service provided is not proportional to the benefits that customers get, student loyalty will not be created because students are no longer loyal to the services provided. This will affect the overall perceptions of students on the quality of services provided by the school, the image the school has built, and satisfaction with school management performance. If students' perceptions of these three variables are bad, then the school will be abandoned by the students and in the end the programs assigned by the government to serve students will also not be achieved.

CONCLUSION

Conclusion

- a. The quality of services provided by the school has a positive and significant effect on student satisfaction by 37%.
- b. The school image that is built has a positive and significant influence on student satisfaction by 56%.
- c. Student satisfaction has a positive and significant impact on student loyalty by 47%.
- d. The school image that is built has a positive and significant influence on student loyalty by 36%
- e. The quality of service received by students directly has a positive and significant effect on student loyalty by 17%.
- f. The quality of service received by students provides a positive and significant impact on student loyalty through student satisfaction of 16%.
- g. The school image that is built directly has a positive and significant effect on student loyalty by 36.0%.
- h. The school image that is built has a positive and significant influence on student loyalty through student satisfaction of 27.0%.
- i. It can be concluded that without going through the intervening variables, it will directly have a higher effect value than indirectly.

Suggestions

- a. In terms of service quality, teachers must be more familiar with teaching materials and materials according to their respective fields. In addition to mastering teaching materials and materials, the professional competence of teachers must be continuously improved so that they can provide a pleasant learning experience and students do not become bored.
- b. In terms of the image of the school, teachers and employees must be more concerned with what are the problems and needs of students. It is better if teachers and employees can continue to do their best in meeting the needs of students both in classroom learning and outside the classroom services.

- c. The contribution of education and development needs to be reviewed, it must be commensurate with the facilities that students get.
- d. What is the advantage of the school compared to other schools continues to be improved, so that students do not hesitate to convey the advantages of their school to others.

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