



The Effect of Service Quality on Student Satisfaction and Student Loyalty at Madrasah Aliyah Negeri Pekanbaru

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Abstract: The research team at Madrasah Aliyah Negeri in Pekanbaru set out to examine the connection between the quality of service provided to students and their level of satisfaction and loyalty to the institution. Three hundred and twelve students from two Pekanbaru public Madrasah Aliyah schools participated in the study. Student satisfaction and loyalty are treated as endogenous variables in this study, while service quality is used as an exogenous variable. Amos 24, Microsoft Excel 2013, and Structural Equation Modeling (SEM) were used for data analysis. The findings indicated that the quality of services provided contributed to happy students. Both service quality and customer satisfaction have a positive impact on retention rates among students.

Keywords: Service Quality, Student Satisfaction, Student Loyalty.

INTRODUCTION

One of the service sectors experiencing explosive growth is the educational sector. As a result, intense competition is created, and these actors are compelled to constantly innovate in order to maintain their market share (Bolton et al., 2004). Managers at all levels of education institutions are in the service industry, and as such, they have a responsibility to strive for and achieve excellence in the provision of services to their students.

These days, customer happiness and loyalty are the yardsticks by which service providers are judged. According to (Wijaya, 2012) "quality education services to customers, namely students," are crucial to the success of educational service providers. If students are happy with the services they receive in school, they will be more likely to continue using those services year after year. Researchers in India. (Annamdevula & Bellamkonda, 2016b) found that all three measures of customer satisfaction with their institution (service quality, satisfaction with their instructors, and loyalty to their alma mater) were positively correlated. This is supported by studies of Ambarawa's educational institutions (Ainna et al., 2016).

Several factors, including service quality, product quality, price, situational factors, and the customer's own factors, are said to affect the customer's perception of their satisfaction (Aris, 2015). Maintaining student loyalty requires continually enhancing the quality of educational offerings.

In 1978, Madrasah Aliyah Negeri was founded as one of the first Islamic secondary schools in Indonesia. Originally known as "Pekanbaru State Madrasah Aliyah" or "IAIN SUSQA Pekanbaru Preparatory School," these names have since been reclaimed by the institution. The State Aliyah Madrasah is constantly improving and expanding in order to become the premier Islamic secondary school in Pekanbaru and throughout Riau.

The number of students at the Pekanbaru State Madrasah Aliyah has been steadily rising over the past three years, paralleling the school's expansion. In 2018, there were 967 students enrolled in MAN 1, and this number is expected to rise to 1034 in 2019. There was an increase of 11%, to 1,259 students, between 2020 and 2021. The number of students attending MAN 2 schools has also been on the rise, rising from 852 in 2018 to 869 this year, an increase of 2%. In contrast, there will be 940 students enrolled in classes in 2021, an increase of 8% from 2020 enrollment levels.

The writer is intrigued by the data showing an increase in enrollment at both schools because he or she is curious as to what factors led to the larger enrollment at State Madrasah Aliyah. One reason for MAN Pekanbaru's growing student body is the excellent support it provides its students.

In order to gauge how customers feel about a service at various points in time, businesses employ a metric known as "service quality" (Parasuraman et al., 1988) The five main dimensions of service quality proposed by (Parasuraman et al., 1988) empathy; tangibles; reliability; responsiveness; and assurances can be applied to the field of education.

The importance of service quality in fostering holistic happiness (Ali et al., 2018). The viewpoint of the customer, not that of the business, must be used to evaluate the quality of the service provided. The quality of the services provided is judged positively or negatively based on whether or not the customer's expectations are met (Nurmahdi, 2019).

Customers who have positive experiences with the company's services are more likely to become brand loyal. This is consistent with findings from studies showing that service quality affects student satisfaction and loyalty (Permana et al., 2020); (Teddy et al., 2018).

This study aimed to fill in some of the gaps in the literature by investigating the relationship between service quality and student satisfaction and loyalty at the Pekanbaru State Madrasah Aliyah.

LITERATURE REVIEW

Student Satisfaction (Y1)

The level of customer satisfaction indicates how well the product delivers on the promised value to the buyer (Razak et al., 2019). Value of customer expectations before and after purchase and use of a product or service (MF Shamsudin, N Nurana, A Aesya, 2018).

Good service performance is predicted to lead to satisfied customers (Chang et al., 2017) which in turn is predicted to boost loyalty and customer relationships. Management can use feedback from customers on the quality of their products and services to make adjustments that will increase customer satisfaction (Ilyas et al., 2020; Mashur, R, Gunawan et al., 2019; Nguyen et al., 2019).

Satisfaction of customers is measured by how happy they are with the service after it has been provided to them. This is a subjective assessment of service quality based on five criteria. The level of customer satisfaction has been shown to have a direct effect on retention rates, consumption rates, and long-term organizational competitive performance (Chao et al., 2018; Zhou et al., 2019); (Suchánek & Králová, 2019); and (Fornell et al., 2010).

Student Loyalty (Y2)

Consumer loyalty quoted from (Priansa, 2017) is defined as a long-term commitment from customers in their behavior to consume or use a product or service continuously. In the field of service marketing, customer loyalty can be interpreted as a customer's desire to establish long-term bonds with certain brands, and recommend these brands to others (Lovelock, C., & Wirtz, 2011; Markovic et al., 2018).

Customer loyalty is likened to one of the best intangible assets of a company, and has great potential for differentiation in the dimensions of attitude and behavior. In addition, loyalty is a source of competitive advantage. Therefore, exposure regarding factors that are based on loyalty has various benefits for both business practice and knowledge development in the marketing sphere (Cossío-Silva FJ et al., 2016).

Furthermore, (Kotler & Keller, 2016b) argues that consumer loyalty can be measured by their willingness to repurchase existing company brand products, and have a tendency to reject negative comments that appear about the company and their willingness to refuse. give their recommendations about the particular product they buy to others.

Service Quality (X1)

According to (Kotler & Keller, 2016a), service quality is the total and typical manifestation of a product's or service's demonstrated ability to satisfy the customer's expressed and latent preferences. Customer retention is what Philip Kotler and Gary Armstrong mean when they talk about service quality. That is to say, they consider continued patronage to be the most telling indicator of service quality. Furthermore, (Annamdevula & Bellamkonda, 2016a); (Yulita & Safrizal, 2023) highlights the growing significance of the quality of education services in line with the responsibilities of education.

Many instruments have been developed to track and provide context for different aspects of service quality. According to (Kumar & Hundal, 2018), ServQUal, proposed by Parasuraman, Zeithaml, and Berry in 1988, contributed significantly and sparked considerable interest.

The five main dimensions of service quality are as follows (Parasuraman et al., 1988): (1) Tangibles, which describe the physical facilities, equipment, and appearance of staff and the presence of users. The ability to consistently and reliably deliver a service is what we mean when we talk about reliability (2). Thirdly, a readiness to assist customers and give them the attention they deserve is essential. (4) Assurance, actions taken by staff that inspire confidence in the company and its products among consumers. Five) Showing concern for and interest in the user.

RESEARCH METHODS

Using a quantitative approach and a causality design, this investigation clarifies the relationships between service quality (X1), student satisfaction (Y1), and student loyalty (Y2), as well as the effect of student satisfaction (Y1) on students. loyalty (Y2) (Y2). The level of service provided is exogenous, while the level of student satisfaction and loyalty are both endogenous. To examine the impact, researchers employ structural equation modeling (SEM). In addition, the study uses ANOVA to describe and test differences in responses based on respondents' demographic characteristics (Analysis of Variance).

FINDINGS AND DISCUSSION

Hasil Uji Validitas dan Reliabilitas

Based on the results of the Validity and Reliability tests can be seen in Table 1. Below

Tabel 1. Hasil Uji Validitas dan Reliabilitas

| Construct | Indicator | Corrected Item-Total Correlation | Construct Reliability (Cronbach's Alpha) | Conclusion |
|---------------------------|-----------|----------------------------------|--|--------------------|
| Service Quality (X1) | X111 | 0.616 | 0.947 | Valid and Reliable |
| | X112 | 0.578 | | |
| | X113 | 0.369 | | |
| | X114 | 0.378 | | |
| | X115 | 0.549 | | |
| | X116 | 0.528 | | |
| | X117 | 0.591 | | |
| | X118 | 0.541 | | |
| | X119 | 0.565 | | |
| | X1110 | 0.57 | | |
| | X121 | 0.614 | | |
| | X122 | 0.639 | | |
| | X123 | 0.565 | | |
| | X124 | 0.565 | | |
| | X125 | 0.648 | | |
| | X126 | 0.627 | | |
| | X127 | 0.645 | | |
| | X128 | 0.631 | | |
| | X129 | 0.415 | | |
| | X131 | 0.682 | | |
| X132 | 0.518 | | | |
| X133 | 0.617 | | | |
| X134 | 0.655 | | | |
| X141 | 0.629 | | | |
| X142 | 0.639 | | | |
| X143 | 0.648 | | | |
| X144 | 0.629 | | | |
| X145 | 0.584 | | | |
| X151 | 0.598 | | | |
| X152 | 0.697 | | | |
| X153 | 0.58 | | | |
| X154 | 0.599 | | | |
| Satisfaction Student (Y1) | Y11 | 0.642 | 0.901 | Valid and Reliable |
| | Y12 | 0.742 | | |
| | Y13 | 0.642 | | |
| | Y14 | 0.843 | | |
| | Y15 | 0.829 | | |
| | Y16 | 0.71 | | |
| Student Loyalty (Y2) | Y21 | 0.588 | 0.800 | Valid and Reliable |
| | Y22 | 0.653 | | |
| | Y23 | 0.598 | | |
| | Y24 | 0.66 | | |

The results of the analysis according to the table above show that the Corrected Item-Total Correlation value for all indicators or questionnaire statements is > 0.30 . Thus it can be concluded that the questionnaire used to measure research variables turned out to be valid and reliable for research data collection.

From the table above it can also be seen that the value of Cronbach's Alpha > 0.70 so that it can also be concluded that all indicators of the variables used in this study have a reliable value. Thus this research can be continued to the next stage.

Hasil Goodness of Fit (SEM)

The model needs to be tested before it can be used.

Tabel 6. Hasil Tes Goodness of Fit

| The Goodness of Fit Index | Cut-Off* | Hasil Uji | Kesimpulan |
|---------------------------|-------------|-----------|------------|
| Chi-Square | | 204.896 | |
| Probability | ≥ 0.05 | 0.000 | Marginal |
| Cmindf | ≥ 2 | 2.696 | Fit |
| GFI | ≥ 0.90 | 0.923 | Fit |
| AGFI | ≥ 0.90 | 0.878 | Marginal |
| TLI | ≥ 0.90 | 0.943 | Fit |
| CFI | ≥ 0.90 | 0.959 | Fit |
| NFI | ≥ 0.90 | 0.937 | Fit |
| IFI | ≥ 0.90 | 0.959 | Fit |
| RMSEA | 0.05 – 0.08 | 0.074 | Fit |

The results of the aforementioned table's 10 measures of Goodness of Fit indicate that the model under study can be declared a fit model. Seven out of ten metrics, including Cmindf (2.6960), GFI (0.923), TLI (0.943), CFI (0.959), NFI (0.937), IFI (0.959), and RMSEA, are classified as Fit (0.074). However, the AGFI value (0.878) is still considered low. However, this score is dangerously close to the cutoff of 0.9; the GFI value is greater than 0.937 and the AGFI value reaches 0.878. So, these two dimensions are still functional and appropriate. Due to the large number of samples (n = 312), the Chi-Square value is extremely high at 204,896 and the probability value is 0.000. So, it's impossible to quantify probability (Heir et.al., 1998). This research model therefore satisfies the goodness of fit criteria and can be continued for further testing as the total fit size is satisfactory.

SEM Hypothesis Test Results

The following table displays the results of hypothesis testing and tests of the causal relationship between each research variable based on statistical analysis performed with AMOS version 24.

Tabel 2. Hasil Uji Hipotesis SEM

| Hipotesis | Exogenous Variables | Endogenous Variables | Standarized Coefficient | Critical Ratio | p-value | Conclusion |
|----------------|----------------------|----------------------|-------------------------|----------------|---------|-------------|
| H ₁ | Service Quality | Student Satisfaction | .592 | 8.578 | *** | Significant |
| H ₂ | Service Quality | Student Satisfaction | .446 | 7.218 | *** | Significant |
| H ₃ | Student Satisfaction | Student Loyalty | .545 | 7.438 | *** | Significant |

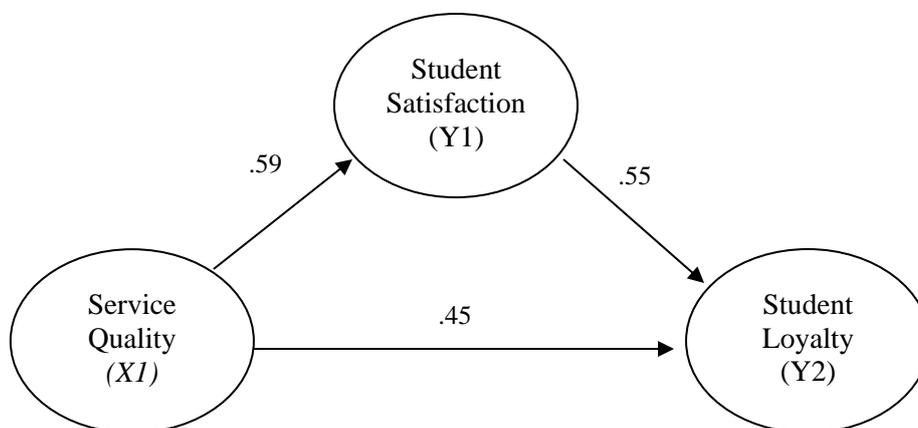


Figure 1. Hypothesis Final Results

Student satisfaction was found to be positively and significantly related to service quality (Hypothesis 1). Because of this positive and statistically significant relationship between service quality and student loyalty, we accept H2. Student satisfaction has a positive and significant effect on student loyalty, so this third hypothesis is also accepted.

Analysis of Variance (ANOVA)

To better understand the behavior of respondents from different demographic backgrounds, we can use *Analysis of Variance (ANOVA)*, which is shown in the table below :

Table 3. ANOVA results by Age, Gender and School Origin

| Variable | Indicator | Average | | F-test | | |
|---------------------------|-----------|-----------|----------|----------|----------|----------|
| | | Indicator | Variable | Age | Gender | School |
| Service Quality (X1) | X111 | 5.689 | 5.482 | 4.944 | 0.244* | 26.483 |
| | X112 | 5.157 | | 2.058*** | 0.126* | 2.334*** |
| | X113 | 5.407 | | 0.163* | 0.03* | 0.52* |
| | X114 | 5.869 | | 0.842* | 0.387* | 1.415* |
| | X115 | 4.712 | | 8.228 | 0.117* | 42.642 |
| | X116 | 5.295 | | 10.055 | 0.811* | 32.362 |
| | X117 | 4.881 | | 8.667 | 0.683* | 26.79 |
| | X118 | 5.388 | | 2.691 | 2.275*** | 6.615 |
| | X119 | 5.718 | | 3.478 | 0.146* | 13.377 |
| | X1110 | 4.971 | | 5.584 | 0.022* | 14.307 |
| | X1111 | 5.481 | | 4.033 | 1.082* | 23.407 |
| | X121 | 5.125 | | 0.236* | 0.391* | 0.000* |
| | X122 | 5.551 | | 1.21* | 0.283* | 0.02* |
| | X123 | 5.317 | | 0.468* | 1.496* | 0.396* |
| | X124 | 6.112 | | 2.01*** | 0.001* | 8.531 |
| | X125 | 5.913 | | 1.338* | 0.082* | 6.804 |
| | X126 | 5.763 | | 3.078 | 0.706* | 16.768 |
| | X127 | 5.923 | | 0.913* | 0.825* | 0.134* |
| | X128 | 5.808 | | 0.642* | 0.02* | 1.901** |
| | X129 | 5.66 | | 0.358* | 0.038* | 0.002* |
| | X131 | 5.506 | | 1.329* | 0.84* | 0.619* |
| | X132 | 5.423 | | 8.376 | 0.109* | 33.289 |
| | X133 | 5.019 | | 2.131*** | 2.454*** | 1.697** |
| | X134 | 5.138 | | 0.208* | 0.555* | 0.021* |
| | X141 | 5.67 | | 2.395*** | 2.865 | 1.539* |
| | X142 | 5.788 | | 0.771* | 2.707 | 7.263 |
| | X143 | 5.849 | | 1.871** | 0.167* | 1.876** |
| | X144 | 5.628 | | 1.897** | 1.515* | 5.647 |
| X145 | 5.663 | 2.654 | 1.417* | 2.775 | | |
| X151 | 5.25 | 2.479*** | 1.504* | 0.142* | | |
| X152 | 5.619 | 1.148* | 0.794* | 0.819* | | |
| X153 | 5.224 | 2.154*** | 0.003* | 1.234* | | |
| X154 | 5.388 | 1.75** | 0.009* | 0.002* | | |
| Student Satisfaction (Y2) | Y11 | 6.128 | 5.888 | 0.644* | 0.824* | 0.255* |
| | Y12 | 5.731 | | 0.931* | 0.027* | 0.695* |
| | Y13 | 6.122 | | 0.281* | 0.573* | 0.638* |
| | Y14 | 5.853 | | 0.441* | 0.262* | 0.008* |
| | Y15 | 5.702 | | 0.304* | 0.082* | 0.002* |
| | Y16 | 5.792 | | 0.436* | 0.001* | 0.527* |
| Student Loyalty (Y2) | Y21 | 6.301 | 6.087 | 1.513* | 0.035* | 0.133* |
| | Y22 | 6.048 | | 0.511* | 0.017* | 0.281* |
| | Y23 | 6.135 | | 0.918* | 1.461* | 0.128* |
| | Y24 | 5.862 | | 0.247* | 0.124* | 0.406* |

*= P -value <0.1 , **= P -value <0.05 , ***= P -value <0.01

Based on the ANOVA test table above, the average value of respondents' responses to service quality is (5.48). This shows that the quality of service provided by the Madrasah Aliyah Negeri in Pekanbaru is quite good. This condition can be seen from the lack of good public facilities provided by the school, such as the completeness of the library (4.71), cleanliness of toilets (4.88) and the size of the parking area (4.91). Whereas for other services students gave the highest score for the reliability factor given by the school regarding the availability of time for discussion and question and answer in class with a score of (6.112) and this is of course the service that students really like. While based on age criteria, only students aged 18 years complained about the quality of services provided by the school (4.09), this was because these students were final year students who needed a lot of availability of reference books in preparation for the graduation exams they would face. Whereas for students aged 17 years or below are students who are in second grade and some are special (accelerated) students who are still active in learning so they really need time for discussion and question and answer in class (7.00).

Based on the gender of students, in general, men are more active than women when discussing and asking questions in class. In addition, men also expect teachers who teach are teachers according to their expertise, while women are more flexible. based on school origin, students who come from school MAN 1 give the highest rating of service quality with a value of (6.28) and the lowest score is (5.13), while students who come from school MAN 2 give the highest rating of (5.92) and the lowest rating with a score (4.04). This explains that on average the assessment of service quality felt by students of MAN 1 is higher than the quality of service felt by students who come from MAN 2.

Overall, this study shows high levels of student satisfaction (5.88). Students under the age of 17 reported the highest levels of satisfaction, which is in line with their ratings of service quality. High satisfaction was also found among students aged 17 to 18 for the quality of service they received. Despite men's greater participation in improving service quality, female students are just as satisfied as their male counterparts. Students from MAN 1 schools are less satisfied (6.16 on average) than those from MAN 2 schools, despite receiving a higher score on service quality (6.18). Dissatisfaction among MAN 1 students is rooted in inadequate teaching resources (5.69).

On the whole, Madrasah Aliyah Pekanbaru has a good reputation for student loyalty (6.09). According to this data, younger students (those who are 17 or younger) have a higher loyalty rating (6.50) than their older counterparts. This demonstrates that increasing the quality of services provided by schools will increase customer satisfaction and loyalty. According to the responses of the students, there was no statistically significant difference between the loyalty of male and female students. Girls like to internalize the good vibes they get at school the most. Students from MAN 1 and MAN 2 share the same average loyalty (6.9) regardless of their school of origin (6.09). Therefore, although MAN2 students had a lower impression of the quality of services provided to them than MAN 1 students, there was little difference in overall student satisfaction between the two institutions.

CONCLUSION AND SUGESSTION

Conclusion

The findings of this study show that the quality of services provided to students at the Pekanbaru State Madrasah Aliyah has a positive impact on their level of satisfaction.

Goodness-of-fit analysis was performed on the survey data and the results were obtained. The SEM technique was used to obtain the hypothesis testing results. It can be seen that all but the AGFI values are well within the FIT range, while the Cmindf, GFI, TLI, GFI,

CFI, NFI, IFI, and RMSEA scores are only near the critical limit. Therefore, the SEM model's mean value is generally acceptable.

Students at the Pekanbaru State Madrasah Aliyah were, on average, very satisfied with the services provided to them, according to an analysis of the Customer Satisfaction Index (CSI) that measured their responses to questions about their current level of satisfaction and their hopes for the future of the school.

Hypothesis 1: Service quality positively affects student satisfaction was supported by the structural equation modeling (SEM) influence test. The acceptance of H2 is based on the fact that the quality of service does affect student loyalty. We also accept H3 because we find that happy students tend to stay loyal to their schools.

Sugesstion

It is hoped that the school will pay attention to several public facilities, such as the completeness of the library, the cleanliness of the toilets, and the area of the parking area, based on the findings of this study, in order to increase student satisfaction with the services provided by the school.

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