# Increased Intensity of Student Loyalty based on Quality of Service, Satisfaction and Confidence

**Asriatuzzeky[1], Naila Hayati[2], Wahyuli Lius Zen[3], Rehani[4], Zulvia Trinova[5]**

[1,2,3,4,5]*Universitas Islam Negeri Imam Bonjol, Padang, Indonesia*
zulviatrinova@uinib.ac.id

## Abstract

*Student loyalty indicates a quality college. Good service quality is the ability of the institution to provide service according to customer requests, listen to all forms of customer complaints, and provide a positive reaction to customer complaints so as not to cause an unfavorable perception of the quality of the services provided. The quality of service at an institution greatly affects customer satisfaction. customer satisfaction with an institution needs to be maintained. Satisfaction has an influence on trust. Through the trust of students who are studying, they will be loyal to complete their education in the high education.*

## I. Introduction

Student loyalty indicates a quality college. According to Sri Endah, et al (2007) student loyalty is very necessary for the survival of a university. Because students who have high loyalty are an asset to the college, they will give positive recommendations to friends, relatives, friends and the community in general to use the educational services they have enjoyed, both when they are still actively in college and after they graduate or work. Meanwhile, according to Casro and Armario (1999) student loyalty not only increases the value of the college, but also attracts new customers.

The loyalty of UIN Imam Bonjol Padang students is formed by the quality and quantity of lecturers. Based on data, it consists of 26 study programs whose students total 11854 people, consisting of 354 lecturers (87 doctors, 247 masters, and 17 professors). Meanwhile, according to BAN PT, a study program is said to be good, if the lecturer has an education of S3 = 40 % and and has an education of S2 = 60%. In addition, student loyalty is also determined by the quality of service. In terms of service, students are still complaining about filling in KRS. Likewise, lecturers in excluding absences and grades. Student loyalty is also closely related to the quality and quantity of facilities. The availability of lecture support facilities, lecture halls that feel hot, lighting tools that do not function properly, and seats that are not available as many as students in each lecture. In terms of the quality of the facilities, it is measured by the readiness of the infrastructure when used.

Customer satisfaction is the satisfaction that customers feel after using services as expected (Chalal and Bala, 2012). This indicates that the quality of service is good. As suggested by Gita Cahyani (2014). This shows that the quality of service in an institution is one of the elements that affect customer satisfaction. Gita Cahyani (2014) stated that the quality of service at an institution greatly affects customer satisfaction. customer satisfaction with an institution needs to be maintained. Siddiqi (2011) states that satisfaction is very important to maintain good relationships with customers. Meanwhile, according to Ciptono (2001), satisfaction needs to be maintained because it can create a

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harmonious relationship between universities and students, provide a basis for re-registration, create student loyalty, and form word-of-mouth recommendations that benefit universities. Motivation comes from the Latin word movere which means drive or driving force. Motivation in management is only aimed at human resources in general and in particular subordinates (Purba and Sudibjo, 2020).

Gita Cahyani (2014) states that the quality of service in an institution greatly affects customer satisfaction. customer satisfaction with an institution needs to be maintained. Satisfaction has an influence on trust. This is in line with research by Gita Cahyani (2014) which found that satisfaction has an influence on customer trust.

Trust is a person's willingness to believe in universities in taking useful steps in achieving learning and career goals in the future (Sarwono Nursito, 2016). Management of customer trust is very important, especially in today's era of very fierce competition between universities. Through the trust of students who are studying, they will be loyal to complete their education in the high education.

Similarly, with alumni, through trust they will always have commitment and build relationships with the alma mater through various activities, such as continuing studies, providing both moral and material assistance and recommending for their children, friends, friends and the community to continue their studies at the college that is the alma mater. The same thing stated by Henning-Thuran (2001) stated that students who have trust in universities will be motivated to be actively involved in the learning process. After graduation they will continue to provide support to the college in the form of financial support, continue to study at the college, and refer the college to other parties (Henning-Thuran et, al, 2001).

## II. Research Method

This research was conducted to systematically analyze the quality of service, student satisfaction, trust and intensity of student loyalty. The results of the analysis are expected to answer research questions. The approach used is a quantitative approach. Its data analysis was carried out by descriptive analysis and regression analysis. Descriptive analysis was carried out to obtain real count data on service quality, satisfaction, and student loyalty intensity. Meanwhile, regression analysis was carried out to determine the influence of variables of service quality, student satisfaction and trust on increasing the intensity of student loyalty. This study was conducted not sustainably but cross-sectionally.

The source of data in the study was UIN Student Imam Bonjol for the 2020/2021 academic year. With a population of 11,256 people (BAK UIN Imam Bonjol Padang), and the sample is 108 students. The data collection of this study used questionnaires. Questionnaire is a data collection technique by distributing questionnaires to respondents to be answered (Sugiyono, 2013). The questionnaire distributed to respondents was a closed questionnaire. To get a picture of the results of research in the field with regard to research respondents, a descriptive analysis was carried out. Descriptive analysis in this study was carried out with percentage techniques (Riduwan: 2018)

In order for the results of data analysis to be accounted for, before data analysis is carried out, a test of analysis requirements is first carried out. The analysis requirements test includes normality and linearity tests. Data analysis was carried out with regression tests to determine the influence of variables of service quality, satisfaction and trust both individually and simultaneously on increasing the intensity of student loyalty.

# III. Result and Discussion

## 3.1 Descriptive Data

Before the data is processed, data verification is first carried out to see data that is worth processing, such as not filling in the statement items completely. The results of verifying data that are feasible to process were obtained by 108 people. As for the description of the data obtained information that the lowest score of service quality is 29, the highest score is 88 ideal score of 88, the total score is 6995 and the average service quality variable is 64.76. with a respondent achievement rate of 73.59%. This shows that the variable quality of service to students is in the high category. This shows that the variable quality of student service is in the high category.

The satisfaction description of the lowest score was 31, the highest score was 84, the ideal score was 84, the total score was 6645 and the average satisfaction variable was 61.52 with a respondent achievement rate of 73.23%. This shows that the student satisfaction variable is in the high category. Thus, student satisfaction can be said to be high.

Description of student trust the lowest score is 44, the highest score is 80, the ideal score is 80, the total score is 80 and the average student confidence variable is 65.60 with a respondent achievement rate of 82%. This shows that the student confidence variable is in the high category. Thus, the confidence of students can be said to be high.

The loyalty description of the lowest score was 42, the highest score was 72, the ideal score was 72, the total score was 64.04 and the average student loyalty variable was 59.29 with a respondent achievement rate of 82.34%. This shows that the loyalty variable of college students is in the high category. Thus, the loyalty of students can be said to be high.

## 3.2 Analysis Requirements Testing

### a. Normality Test

Based on the results of the normality test, it can be seen that Asym. Sig. the four variables $\alpha = 0.05$. Asym score. The sig of the service quality pattern variable $(X_1)$ was 0.650, the satisfaction variable $(X_2)$ was 0.516, the trust variable $(X_3)$ was 0.436 and the loyalty variable $(Y)$ was 0.653. Thus, it can be concluded that Ha is accepted and based on the results of such analysis it can be stated that the data of the four variables are normally distributed. This indicates that one of the conditions for regression analysis has been met.

### b. Homogonity Test

The results of the data analysis showed that the value of F hit > F Tab. This suggests that the research data is homogeneous so that it can be used to test hypotheses.

## 3.3 Hypothesis Testing

The first hypothesis of this study is that service quality $(X_1)$ affects loyalty $(Y)$. The results of the calculation of simple correlation and regression coefficients with the SPSS 12.00 program can be seen in the following table:

**Table 1.** Results of Variable Correlation Analysis $(X_1)$ with $(Y)$

| No | Variable | R | R Square | Adjusted R Square |
|---|---|---|---|---|
| 1. | $X_1Y$ | ,646 | ,417 | ,411 |

In the table above, it can be seen that the R value is 0.646, which shows the correlation coefficient between service quality and student loyalty. While the value of R squared or R Square is 0.417, but in multiple regression analysis, the value of R squared used is the adjusted R squared value (*Adjusted R Square*) (Santoso,2001). The adjusted R squared value (*Adjusted R Square*) in the table is 0.411. That's 41.1%. This shows that the magnitude of the contribution of service quality to student loyalty (Y) is 41.1%.

**Table 2.** ANOVA Summary Results for Significance Test

| No | Variable | F | Itself |
|---|---|---|---|
| 1. | $X_1Y$ | 75,748 | ,000 |

Table di above shows that the results of the Anova analysis obtained $a_{calculated}$ F value of 9.626 with a significant rate of 0.000. The probability of 0.000 is much smaller than the significant level of 0.05. This means regression models can be used to predict student loyalty. Therefore, it can be stated that there is indeed an influence of service quality on student loyalty.

**Table 3**. Results of Simple Regression Analysis of Variables ($X_1$) with Variables (Y)

| No | Model | Unstandardized Coefficients | Standardized Coefficients | T | Itself |
|---|---|---|---|---|---|
| | | B | Beta | | |
| 1 | (Constant) | 28.625 | | 8.021 | ,000 |
| | X1 | .474 | ,464 | 8.703 | ,000 |

The table above shows the constant coefficient is 28,625 and the regression coefficient is .474. The picture of the regression equation is obtained as follows: $Y = a + bX_1$ or 28,625 + 0.474 $X_1$.

From the table, it is known that the$_{calculated}$ t value is 8,703 at a significant level of 0.000. Significant or probability of 0.000 is much smaller than 0.05 then Ha is accepted, meaning that the regression coefficient is significant. It can be concluded that there is a significant influence of service quality variables on student loyalty.

The second hypothesis of this study is that satisfaction ($X_2$) affects student loyalty (Y). The results of the calculation of simple correlation and regression coefficients with the SPSS 12.00 program can be seen in the following table:

**Table 4.** Results of Correlation Analysis of Variables ($X_2$) with (Y)

| No | Variable | R | R Square | Adjusted R Square |
|---|---|---|---|---|
| 1 | $X_2Y$ | ,675 | ,456 | ,411 |

In the table above, it can be seen that the R value is 0.675, which shows the correlation coefficient between satisfaction and student loyalty. While the value of R squared or R Square is 0.456, but in multiple regression analysis, the value of R squared used is the adjusted R squared value (*Adjusted R Square*). The adjusted squared R value (*Adjusted R Square*) in the table is 0.451. That's 45.1%. This shows that the amount of satisfaction contribution to student loyalty (Y) is 45.1%.

**Table 5**. ANOVA Summary Results for Significance Test

| No | Variable | F | Itself |
|---|---|---|---|
| 1. | $X_2Y$ | 88,825 | ,000 |

The table above shows that the results of the Anova analysis obtained$_{a \text{ calculated}}$ F value of 88.825 with a significant rate of 0.000. The probability of 0.000 is much smaller than the significant level of 0.05. This means regression models can be used to predict student loyalty. Therefore, it can be stated that there is indeed an influence of satisfaction on student loyalty.

**Table 6.** Results of Simple Regression Analysis of Variables ($X_2$) with Variables (Y)

| No | Model | Unstandardized Coefficients | Standardized Coefficients | T | Itself |
|---|---|---|---|---|---|
| | | B | Beta | | |
| 1 | (Constant) | 29.874 | | 2,333 | ,026 |
| | X2 | ,478 | ,051 | 4,900 | ,000 |

The table above shows the constant coefficient is 29.874 and the regression coefficient is 0.051. The picture of the regression equation is obtained as follows: $Y = a + bX_2$ or 29.874 + 0.051 $X_2$.

Furthermore, in the table there is an explanation of the t-test which is a test of the significance of the effect of satisfaction on student loyalty. From the table, it is known that$_{\text{the calculated}}$ t value of 4.900 is at a significant level of 0.000. Significant or probability of 0.000 is much smaller than 0.05 then Ha is accepted, meaning that the regression coefficient is significant. It can be concluded that there is a significant contribution of the satisfaction variable to student loyalty.

The third hypothesis of this study is that trust ($X_3$) contributes to student loyalty (Y). The results of the calculation of simple correlation and regression coefficients with the SPSS 12.00 program can be seen in the following table:

**Table 7.** Results of Variable Correlation Analysis ($X_3$) with (Y)

| No | Variable | R | R Square | Adjusted R Square |
|---|---|---|---|---|
| 1 | $X_3Y$ | ,692 | ,692 | ,689 |

Based on the table above, it can be seen that the R value is 0.692, which shows the correlation coefficient between trust and student loyalty. While the value of R squared or R Square is 0.692, but in multiple regression analysis, the value of R squared used is the adjusted R squared value (*Adjusted R Square*). The adjusted R squared R value (*Adjusted R Square*) in the table is 0.689 The value means 68.9%. This shows that the amount of trust contribution with student loyalty (Y) is 68.9%.

**Table 8.** ANOVA Summary Results for Significance Test

| No | Variable | F | Itself |
|---|---|---|---|
| 1. | $X_3Y$ | 238,309 | ,000 |

The table above shows the results of the analysis of the Anova or F$_{\text{test.}}$ From table 4.15, the calculated F value is 238.309 with a significant rate of 0.000. The probability of 0.000 is much smaller than the significant level of 0.05. This means regression models can be used to predict students' social relationships. Therefore, it can be stated that there is indeed a contribution of trust with student loyalty.

**Table 9.** Results of Simple Regression Analysis of Variables (X3) with Variables (Y)

| No | Model | Unstandardized Coefficients | Standardized Coefficients | T | Itself |
|----|-------|------|------|------|------|
| | | **B** | **Beta** | | |
| 1 | (Constant) | 6.143 | | 1.772 | ,079 |
| | X3 | ,810 | ,832 | 15.437 | ,000 |

The table above shows the constant coefficient is 6.143 and the regression coefficient is 0.832 Obtained the picture of the regression equation as follows: $Y = a + bX_3$ or 6.143 + .832 $X_3$.

Furthermore, in table 4.16 there is an explanation of the t test which is a test of the significance of the contribution (contribution) of trust with student loyalty. From the table, it is known that the$_{calculated}$ value of t is 15.437 at a significant level of 0.000. Significant or probability of 0.000 is much smaller than 0.05 then Ha is accepted, meaning that the regression coefficient is significant. It can be concluded that there is a significant influence of trust variables on student loyalty.

The fourth hypothesis of this study is that the quality of service, satisfaction and trust together affect student loyalty. Hypothesis testing is carried out by multiple regression analysis. The calculation results can be seen at:

**Table 10.** Results of Variable Correlation Analysis $(X_1)$, $(X_2)$ and $(X_3)$ with (Y)

| No | Variable | R | R Square | Adjusted R Square |
|----|----------|-----|------|------|
| 1 | $X_1$ $x_2$ $x_3$Y | ,844 | ,713 | ,705 |

Based on the table above, it can be known that the value of R Square is 0.713. R square can be called the termination coefficient which in this case means the quality of service $(X_1)$, satisfaction $(X_2)$ and trust $(X_3)$ together affecting student loyalty (Y) by 70.5%, while the remaining 29.5% is influenced by other variables that are not included in this study.

### 3.4 Discussion

Fun lecture halls have an influence on student learning outcomes. Nisa Fadilah (2018) stated that a fun lecture hall is very important for participants to achieve the best learning outcomes. Conversely, uncomfortable lecture halls have a negative impact on student learning outcomes. That means it's a fun space to show that college services are quality. The lecturer's good attitude towards humans can also be produced by providing the best service to students. Rahmi (2019) stated that the good attitude of lecturers towards students can also be realized with the high attention of lecturers in serving students.

Ida Yunari Ristiani (2017) also stated that with complete and well-functioning facilities, it can provide student satisfaction. This theory is supported by the results of research conducted by Risata (2016) which found that the availability of complete and functioning learning facilities that function properly affects student satisfaction in learning. This shows that the means are something that is very vital in realizing student satisfaction.

Students expect to get excellent service that is without any mistakes. Zulvia (2017) posits that students have received good service because the services received are flawless. Flawless service is a service that meets the expectations of students.

The absorption of graduates in the job field is good because most of the graduates are accepted in the job field. UIN Malang (2020) stated that 80% of UIN graduates are absorbed in employment. Likewise, Testu and Irsyadaunnas (2019) stated that 4.3% of UIN Imam Bonjol Padang (Diii Syariah Perbangkan Study Program) were absorbed in employment. Suhardin (2018) Graduates of UIN Suska Riau from 2007-2017 as many as 1608 people applied in the field of employment became teachers 86.5%, entrepreneurs, 3.8%, employees, 7.7%, and housewives 2%. The absorption of graduates in employment shows the community's trust in UIN.

Loyalty can make students' perceptions remain positive because of the educational services received from their universities (Wahyuningsih in Emi, 2014). Students feel that the benefits of their higher education services will cause loyalty to the college.

Zalaya (2014) suggests that people who have a high interest will use all energy in learning. The same thing was stated by Debby, Jamaluddin, and Hasdin (2014) with an interest in learning a person will use all his activities in learning. Then an interest in learning can make students have loyalty to the college.

## IV. Conclusion

The conclusion of this study is that: 1) The quality of service to the loyalty of UIN Imam Bonjol Padang students has a significant effect, 2) Satisfaction with the loyalty of UIN Imam Bonjol Padang students has a significant effect, .3) Trust in the loyalty of UIN Imam Bonjol Padang students has a significant effect, and 4) The quality of service, satisfaction and trust together with the loyalty of UIN Imam Bonjol Padang students has a significant effect.

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