



# The Influence of School Image on Students Satisfaction After Getting Academic Service in High School

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### Abstract

The purpose of this study was to describe and analyze the effect of school image on students' satisfaction after obtaining academic services at SMA NASIMA Semarang. The approach used in this study is a quantitative approach using path analysis, the population in the study amounted to 154 students with a sample of 111 students. The sampling technique used in this study was Proportionate Stratified Random Sampling. The results of this study, namely, school image have a significant effect on student satisfaction. School image has a significant effect on academic services. Academic has a significant effect on students' satisfaction. School image has a significant effect on students' satisfaction after being mediated by academic services.

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## INTRODUCTION

Structured and mutually sustainable learning will be able to achieve educational goals, this is included in the purpose of forming a school. According to Badruzzaman (2014), the competition between schools here is very tight. Every year, the number of schools is increasing at all levels. Schools compete in attracting students' interest because students can be said to be customers in the world of education. Student satisfaction is a complex concept, consisting of several dimensions (Hemsley-Brown et al., 2010). Alemu and Cordier (2017) describe the definition of satisfaction as a student's subjective assessment of various outcomes and experiences that are linked to a preference for learning. Students' satisfaction continues to be built through ongoing experiences in campus life.

Research results from Halim (2018) show that the level of students satisfaction from services at the Natura Prambananan Klaten badminton school is in the 'very low' group of 10.81 percent (4 students), 'low' at 21.62 percent (8 students), 'medium' 29.37 percent (11 students), 'big' 37.84 percent (14 students), and 'very high' at 0% percent (0 students). 37 students, in this study it can be concluded that there are still 11 students whose level of satisfaction is still low. Besides, research by Habibah and Bayu (2017) states that service quality affects students' satisfaction significantly by 57.38%. Meanwhile, the image of the school significantly affects students' satisfaction in the low category of only 15.55%. From these results, it is stated that the image of the school and the quality of service are still not optimal to affect students' satisfaction.

According to Wibowo and Soliha (2015), the image of the school can determine customer satisfaction. Company image must be considered by the managers to achieve customer satisfaction. It is a function of the convenience of purchasing or consuming experiences and the main components, namely functionality and company image (company image). The functional component is real with attributes that are easily defeated, while the emotional component is

manifested by attitudes and feelings towards the organization.

Noordi and Permatasari (2018) state that the image of a school is an assessment of an institution or organization according to someone's experience that arises and can judge whether its influence will be good or bad. To maintain a good image, public relations practitioners who have a professional attitude are needed in the school. After seeing the image of the school, schools need to provide academic services following the image of the school.

Tuerah et al. (2015) explain that the provision of services to educational customers is a way to treat students, parents, school employees, and the community that schools consider to be able to support the development of educational institutions.

Providing services that can satisfy students is one way to attract prospective students to enter a high school. The priority in the field of services provided to students is of course academic services. Selection of Senior High School (SMA), after graduating from Junior High School (SMP) can be influenced by many things. Several things can influence students in choosing a school, such as the name of the school that is widely known, complete school facilities and infrastructure, and a school that pays attention to the wishes of students.

After paying attention to things that can influence students in choosing a school, intense competition is the main thing that must be prioritized by schools which are one of its activities, namely in the field of service to survive and compete. That in fact, realizing value is a synthesis of many things including service quality and student satisfaction. Customer satisfaction is determined by the quality of the goods or services the customer wants. From the point of view of educational customers, service quality in service companies is of paramount importance. The purpose of this study is to analyze the effect of school image on student's satisfaction, school image on academic services, academic services on students satisfaction, and school image on students satisfaction after obtaining academic services. This research will be useful as a source

of reference for school evaluation, providing insight and experience when analyzing a problem as well as providing the solution to solve the problem by applying it.

From the description above, the researcher aims to analyze the research entitled "The Effect of Promotion and School Image on Students Satisfaction After Receiving Academic Service at SMA NASIMA Semarang".

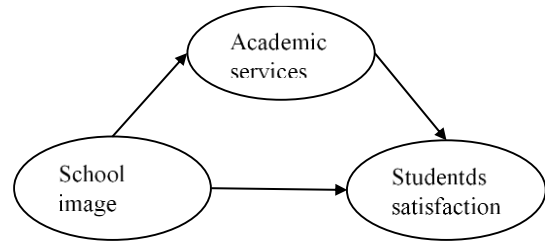
**METHOD**

The method used in this research is quantitative and uses a path analysis model because among the independent variables there are mediating variables that can strengthen or weaken their influence on the dependent variable. This research consisted of three variables. The variables in question are the independent variable (independent), mediation (intervening), and the dependent variable (dependent).

The population in this research were all students of class X, XI, and XII SMA NASIMA for the 2019/2020 academic year. With a total of 154 students. The researcher determines the number of samples in this research using the Slovin formula. The result of the calculation using this formula resulted in a sample of 111 students. The sampling technique used by the researcher was Proportionate Stratified Random Sampling.

This research consisted of 3 (three) variables, namely the independent variable, the dependent variable, and the intervening variable. The independent variable in this research is School Image. For the research dependent variable, namely Students Satisfaction. While the research intervening, variable is Academic Service.

Variable instruments, among others: School Image (Brand advantage, Brand strength, the uniqueness of the brand), Academic services (Appearance, Reliability, Responsiveness, Guarantee, Concern), Students satisfaction (Happy, Share positive information, Not complaining). The research model used is could see in Figure 1.



**Figure 1.** Path Analysis Model

**RESULTS AND DISCUSSIONS**

**Validity and Reliability Test Analysis**

**Validity test**

The validity test shows the extent to which a measuring instrument measures what will be measured. The results of the research are valid and there are similarities between the collected boundaries and the data that occurs on the object under study (Sugiyono, 2012).

The researcher tested the validity using the SPSS application. Testing was carried out on all questions and got the results at Table 1 (school image variable validity test), Table 2 (academic services variable validity test), and Table 3 (students satisfaction variable validity test).

**Table 1** Recap of the School image Variable Validity Test

Item	r <sub>count</sub>	r <sub>table</sub>	inf.
School image.1	0,714	0,632	Valid
School image.2	0,474	0,632	Invalid
School image.3	0,742	0,632	Valid
School image.4	0,734	0,632	Valid
School image.5	0,734	0,632	Valid
School image.6	0,787	0,632	Valid
School image.7	0,83	0,632	Valid
School image.8	0,792	0,632	Valid

Source: Processed Data, 2020

**Table 2** Recap of the Academic services Variable Validity Test

Item	r <sub>count</sub>	r <sub>table</sub>	inf.
Academic services.1	0,741	0,632	Valid
Academic services.2	0,688	0,632	Valid

Item	r <sub>count</sub>	r <sub>table</sub>	inf.
Academic services.3	0,777	0,632	Valid
Academic services.4	0,71	0,632	Valid
Academic services.5	0,878	0,632	Valid
Academic services.6	0,766	0,632	Valid
Academic services.7	0,886	0,632	Valid
Academic services.8	0,357	0,632	Invalid
Academic services.9	0,614	0,632	Invalid
Academic services.10	0,564	0,632	Invalid
Academic services.11	0,779	0,632	Valid
Academic services.12	0,887	0,632	Valid
Academic services.13	0,843	0,632	Valid
Academic services.14	0,816	0,632	Valid
Academic services.15	0,483	0,632	Invalid

Source: Processed Data, 2020

**Table 3.** Recap of the Students satisfaction Variable Validity Test

Item	r <sub>count</sub>	r <sub>table</sub>	inf.
Students satisfaction.1	0,913	0,632	Valid
Students satisfaction.2	0,742	0,632	Valid
Students satisfaction.3	0,668	0,632	Valid
Students satisfaction.4	0,913	0,632	Valid
Students satisfaction.5	0,913	0,632	Valid
Students satisfaction.6	0,826	0,632	Valid
Students satisfaction.7	0,84	0,632	Valid
Students satisfaction.8	0,892	0,632	Valid

Source: Processed Data, 2020

From the results obtained in the table above, it can be concluded that there are 4 invalid questions, so these questions will not be used for the questionnaire that the respondents will answer.

**Reliability Test**

The researcher used the Cronbach Alpha Reliability Coefficient as a reliability coefficient calculation technique as seen in the SPSS output results. If the reliability coefficient has appeared, the criteria's that can be used to determine the closeness of the relationship by (Hamdun & Romadhani, 2016), i.e.: 1) less than 0.20: A very small and negligible relationship; 2) 0.20 - <0.40: Small relationship (not close); 3) 0.40 - <0.70: Fairly close relationship; 4) 0.70 - <0.90: A close relationship (reliable); 5) 0.90 - <1.00: Very close relationship (very reliable); 6) 1.00: Perfect relationship. Reliability test recap this research could be seen in Table 4.

**Table 4.** Reliability Test Recap

Variable	CA	R <sub>table</sub>	inf.
School Image	0,896	0,7	Reliable
Academic Service	0,929	0,7	Reliable
Students Satisfaction	0,938	0,7	Reliable

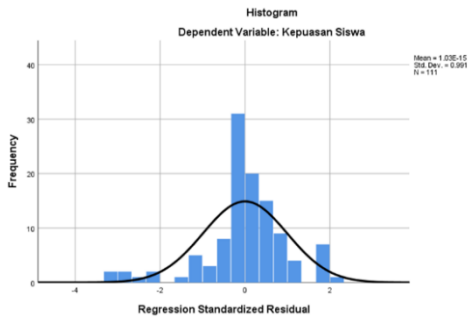
Source: Processed Data, 2020

Based on Table 4, it can be concluded that all the variables have a close relationship (reliable).

**Analysis of Calcic Assumption Test**

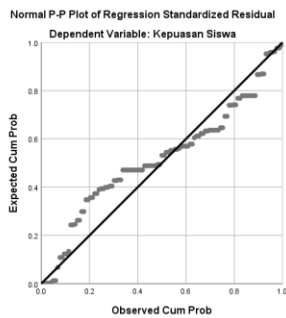
**Normality test**

Figure 2 depicts the frequency distribution of satisfaction compared to the normal distribution graph. By looking at this graph we can compare the frequency distribution of satisfaction with the ideal normal distribution of satisfaction.



**Figure 2.** Histogram

Figure 2 is a Normal PP Plot graph depicting the frequency distribution of satisfaction, compared to the predetermined frequency distribution. If the distribution points are around a straight diagonal line, the distribution of the observed frequency is the same as the test distribution, which means that the data is normally distributed. From Figure 2, it can be seen that the distribution points are located around a straight diagonal line, so it can be concluded that the distribution of the frequency of satisfaction is in accordance with the test distribution. With this condition, the conclusion obtained is that the distribution of satisfaction follows a normal distribution.



**Figure 3.** Normal PP plot

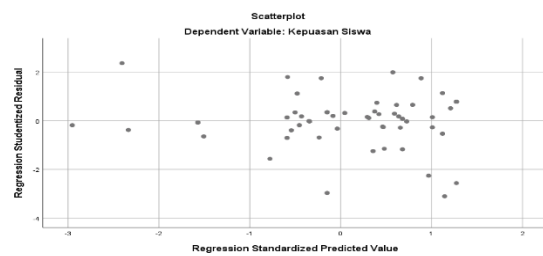
**Multicollinearity Test**

Based on the multicollinearity test which was carried out by looking at the tolerance Variance Inflation Factor (VIF) value through the SPSS software, it was found that the tolerance value on all variables was greater than 0.10 and the VIF value on all variables was less than 10. So that the regression model does not occur

multicollinearity. From the appendix to the SPSS output, it can be seen that the school image gets a tolerance value of 0.176 and a VIF value of 5.679, while the academic services obtain a tolerance value of 0.176 and a VIF value of 5.679, it can be concluded that there is no multicollinearity symptom between the school image variable and academic services.

**Heteroscedasticity Test**

Figure 4 is a graph of the distribution of the regression residuals. This graph is used to check the linearity of the relationship between the independent variable and the dependent variable. From the graph, it can be seen that the data points spread above and below or around the number 0, the dots do not cluster only above or below, the distribution of data points should not form a wavy pattern that widened then narrowed and widened again, and the spread the data points are not patterned. Thus, it can be concluded that the regression does not occur heteroscedasticity.



**Figure 4 .**Contribution of Residual Regression

**Path Analysis Test**

Path analysis was carried out in two stages through SPSS software. The first stage examines the independent variable of school image on the dependent variable of academic services.

In the test on the regression model, I found that the significance value of the school image variable was 0,000, so this variable had a significant effect on academic services. While the contribution of the independent variable to the dependent variable, namely the image of the school, contributed 0.908 or 90.8% to academic services. The amount of R square found in the Summery model table is 0.824, this shows that

the contribution of the school image to academic services is 82.4%.

While testing regression model II, it was found that the significance value of the school image and academic service variables were 0.00 and 0.000, respectively, so these variables had a significant effect on student satisfaction. While the contribution given by the independent variable to the dependent variable, namely the image of the school, gave a contribution of 0.301 or 30.1% to student's satisfaction, academic services contributed 0.638 or 63.8% to student's satisfaction. The amount of R square found in the Summery model table is 0.845, this indicates that the contribution of school image and academic services to student's satisfaction is 84.5%.

### Hypothesis test

#### Direct Effect Test

The school image is known to have a significant value of  $0.001 < 0.05$  with standardized coefficients beta of 0.301. Therefore, the image of the school has a direct effect on students' satisfaction.

The school image is known to have a significant value of  $0.000 < 0.05$  with standardized coefficients beta of 0.908. Therefore, the image of the school has a direct effect on academic services.

Academic service is known to have a significant value of  $0.000 < 0.05$  with standardized coefficients beta of 0.638. Therefore, we can conclude that academic service has a direct effect on students' satisfaction.

#### Indirect Effect Test

The indirect effect test was carried out through SPSS software with PROCESS v3.5 using the bootstrapping method. It is known that the path of the coefficient of  $a$  is 1.4138 and significant  $0.000 < 0.05$ , the path of the coefficient of  $c$  is 0.3629 and significant  $0.001 < 0.05$ , the path coefficient of  $b$  is 0.4945 and significant  $0.000 < 0.05$ , the total coefficient is 1.0621 and significant  $0.000 < 0.05$ , and the bootstrap standard indirect effect value was 0.6992, and the 95% confidence interval (CI) ranged from 0.4653 to 0.9094. Thus, because

pathway  $a$  and pathway  $b$  are significant, referring to the guidelines (Hayes, 2017), it can be concluded that there is a role of mediation, and zero is not included in the 95% confidence interval range, Hayes (2017) said that if the range between BootLI and BootULCCI does not include zero (0), the estimation is significant and there is a mediation effect, then there is a positive and significant indirect effect on the effect of school image on students satisfaction through academic services.

### The Influence of School Image on Student Satisfaction.

The results showed, testing the research hypothesis which states that school image affects students' satisfaction is acceptable. This proves empirically that school image has an effect on student satisfaction. The path coefficient of school promotion effect on student's satisfaction reaches 0.254 with a significant level of 0.008.

The empirical findings above are also relevant to the research by (Van et al., 2020) explaining the quality of staff, educational facilities, and school programs which are classified as factors forming a good image have an effect on students' satisfaction. Based on these findings, the image of the school is a prerequisite for providing satisfaction to students.

The image of the school has an influence on students' satisfaction, although it can be said that the image of the school that is built is still not at a good level. The image of a school that has been formed can attract the interest of users of education services, where the users of said services are students amongst others.

### The Influence of School Image on Academic Services

The results showed that testing the research hypothesis which states that school image affects students' satisfaction is acceptable. This proves empirically that school image influences student satisfaction. The path coefficient of school promotion effect on student's satisfaction reaches 0.254 with a significant level of 0.008.

The results of this study are consistent with what has been conveyed by (Sari et al., 2015) which shows that the image of the Executive Polyclinic of the Regional Hospital dr. Soebandi has an effect on service quality. The image of the school is an absolute requirement to be able to provide satisfaction for students. Schools need to develop knowledge about the image of the school and aspects in it that affect the academic services that need to be provided to students. Based on this research, the image of the school is an absolute requirement to be able to encourage schools to provide good services for students.

The image of the school has an influence on students' satisfaction, even though the image level of the school is not yet good. The image is known through the school's attitude towards students and from some information, it will create a strong image of the school. By referring to this, the image of the school that is owned can encourage the school to always provide good service and is desired by students.

#### **The Effect of Academic Services on Student Satisfaction**

The results showed that testing the research hypothesis which states that academic services influence students' satisfaction is acceptable. This proves empirically that academic services have an effect on student satisfaction. The path coefficient of the influence of academic services on student's satisfaction reaches 0.588 with a significant level of 0.000.

The results of this study are in line with what has been conveyed by (Ridha et al., 2015) which states that service quality is an activity that can increase customer satisfaction. In addition, the research by (Santos et al., 2020) resulting in service quality that affects students' satisfaction. Based on this research, academic service is an absolute requirement to be able to provide satisfaction for students. Schools need to know what consumers want, in this case, students, to achieve the desired level of satisfaction.

The image of the school has an influence on students' satisfaction, even though the level of academic service is sufficient. A good service can provide responses from customers to be satisfied.

So academic services that are owned by the school can provide a positive response in the form of satisfaction.

#### **The Influence of School Image on Student Satisfaction After Receiving Academic Service**

The results showed that testing the research hypothesis which states that the image of the school has a significant effect on students' satisfaction after obtaining academic services is acceptable. Where the bootstrap standardized indirect effect value is 0.6991, and the 95% confidence interval (CI) ranges from 0.4625 to 0.9078.

The empirical findings above are relevant to the research by (Priyanto, 2017), which gives the result that there is an effect of service quality as a mediating variable on the TQE (Total Quality Education) relationship on student satisfaction at Madiun Polytechnic. Based on this research, service can mediate a variable that relates to satisfaction. Variables that were not influential at first could become influential after getting mediation from the service, or even increase the effect. In research by (Lin et al., 2020) it is also explained that service quality is a moderating factor for a social mission concerning the brand image.

The image of the school has an influence on student's satisfaction after receiving academic services, even though the image level of the school is still not at a good level. Academic services can increase the school image variable associated with student satisfaction. So, the image of the school that is owned by the institution can increase students' satisfaction after the provision of well-managed academic services.

#### **CONCLUSION**

Based on the results of the research and discussion, it is concluded that (1) The image of the school has a significant effect on student satisfaction. So the better the image of the school, the satisfaction will arise. (2) School image has a significant effect on academic services. The better the image of the school, the better the academic services that must be provided. (3) Academic

services significantly affect students' satisfaction. So the better the academic services provided, the more satisfaction will arise. (4) Academic services can significantly mediate the image of the school which affects student satisfaction. A good school image must be in line with good service to provide good satisfaction.

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