



## The Service Quality Influence and The School Facilities to The Students' Satisfaction Through The School Reputation

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### Abstract

This study aims to a deep investigation into how the service quality influences and the school facilities to the students' Satisfaction through the school reputation. The sample of this research was 121 students from grades X, XII, and XIII. It was taken by using proportionated stratified random sampling techniques based on the class level in SMK 2 Purnama Semarang. This research aims to analyze directly and indirectly between the service quality and the school facilities to the students' Satisfaction through the school reputation as the intervening variable. The instrument of collecting the data; used questionnaires and the observation sheet. The result of the research shows if there is a direct service quality (Sig. 0.046) and the school facilities (Sig. 0.000) influence the school reputation, the direct service quality (Sig. 0.005), the school facilities (Sig. 0.006) and the school reputation (score Z 1.5164) cannot become the influence mediator between the service quality and the school facilities to the students' Satisfaction. The conclusion, there are the service quality direct variable influence and the school facilities to the students' Satisfaction. However, the indirect school reputation variable cannot mediate the influence between the service quality and the school facilities on the students' Satisfaction.

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## INTRODUCTION

Education is the determinant improvement of a nation. The education quality will produce productivity and quality of human resources. It will realize if it is supported by professional and equal educators. They implemented in a school as the educational foundation which is as a place to achieve the education quality goals.

The world education development nowadays requires a formal and informal education foundation. It covers the school residents such as teachers, staff, students, and parents. In line with Kardoyo and Nurkhin (2016), service quality reflects the management of educational quality. It is equal with the statement of Arikunto and Lia (2009) that the need inside the education foundation can be progressive if there are adequate facilities related to the student teaching-learning process. Of course, it is based on the education foundation's completeness effort. Therefore, the school must anticipate facing more competitive competitions and they have to be responsible to discover and increase all the advantages they have.

Customer satisfaction in an education foundation organization is an important element in maintaining survival or developing that education foundation itself. The school service can pleasure if there are the service quality and instruction inside the school which can fulfill the students' wants, needs, and expectations. That is not only about quality, but Satisfaction can be influenced by the school reputation itself (Soekiyono & Siswantini, 2014; Haryanti et., 2018).

The school reputation is in a good shape and they can get a lot of students without advertising because the staffs give a good service to the customers so that the service quality has to be increased inside the education foundation.

The research did by Bayu & Habibah (2016) stated if the service quality and the school reputation had a strong relationship, it is 78%. They were simultaneously influenced by students' satisfaction, it is on 72.93 %. The service quality to increase the students'

Satisfaction had a significant influence. In this case, 57.38% of students' Satisfaction was influenced by the quality service. While 15.55% was the low category in the school reputation to increase student satisfaction. That was the same with research did by Eliba and Zulkarnain (2017), they stated if the company reputation influenced customer satisfaction.

This research has taken in SMK Purnama 2 Semarang. It focused on the problem of students' Satisfaction which did not be measured yet based on the service quality aspect, the school facilitate availability, and the school reputation. This became the reason the researcher conducted this research. The further is to analyze the students' Satisfaction in the accounting department so that he is interested and has the goal to generalize the outcome totally in one school and not only in one department like the other schools have.

Based on the field data through the criticism and suggestions box, the specific note from a counseling guidance teacher, the researcher found some cases like there were students who complained to the service. They met inaccurate staff in the mistaken documentation in the educational paying process. The complaint about the computer facility limitation and the toilets which were not clean enough. Moreover, they had not minimalized in the use of the teaching-learning media like LCD projector and the other equipment. Those are not optimized by the school residents so that they do not achieve an effective and efficient teaching-learning process. Furthermore, the students felt a limitation on the service given by the teachers and staff who are less reliable and responsive to the students' needs. Those become the problems why the school has less reputation.

According to those cases, the researcher is interested to do a deep investigation into how "the service quality influences and the school facilities to the students' satisfaction through the school reputation as the intervening variable". This research was done in SMK Purnama 2 Semarang and the outcome can give a

contribution to the headmaster as the determination to the decision-making related to the service quality, school facilities, school reputation, and the students' Satisfaction.

**METHOD**

This research used a quantitative approach with path analysis as a result. It was done from December 2019 until January 2020. The sample of the research was 121 students from three classes. There were 38 students in class X, 47 students in class XI, and 36 students in class XII. The researcher also used proportionated stratified random sampling in the sampling technique taking. The instruments used questioner, observation, and documentation. The data of the research was primary and secondary. The primary data is obtained directly from the students' responses to the instruments they had. The secondary data was obtained from the other sources like the school facilities data, the number of teachers and staff, the school routine activities, the kind of service given, and the others. The data analysis used the path analysis to find the influences both directly or indirectly. To know the direct influences, the data processors used IBM SPSS 24.0 software. Whereas, to know the indirect influences, he used the Sobel test calculator.

**RESULT AND DISCUSSION**

The Direct Influence Analysis is analysis to see, whether it has a direct influence or not between the quality service and the school facilities to the school reputation variable or the quality service variable and the school facilities to the students' Satisfaction.

The first is the outcome of the direct quality service influence on the students' Satisfaction can be seen in Table 1 below:

**Table 1.** The Direct Quality Service Influence on the Students satisfaction

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1(Constant)	76,906	4,276		17,986	,000
Service Quality	-,177	,061	-,255	2,874	,005

a. Dependent Variable: Student Satisfaction

Table 1 shows if the quality service influences the students' Satisfaction directly. It has 0.0005 (<0.05) Sig score and the t-calculation score is > t-table (2.874 > 1.98). Furthermore, the coefficient of determination (R<sup>2</sup>) can be seen from the service quality to the students' Satisfaction which shows in table 2 below:

**Table 2.** Coefficient of determination of Service Quality on Student Satisfaction

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,255a	,065	,057	3,659

a. Predictors: (Constant), Student Satisfaction

Table 2 shows the amount of the coefficient of determination (R<sup>2</sup>). It is 0.255. That means the service quality to the students' Satisfaction contributes 25.5% and 74.5% is influenced by the other factor. This case is the same with the research conducted by Haryanti et al. (2019), she had a big outcome enough if there was an influence between the quality of the service to the students' Satisfaction in SMK N 4 Klaten. It obtained < 0.05 Sig score and the amount of the coefficient of the determination itself is 65.3%. The same research was conducted by Radja et al. (2013) in SMK Kristen Salatiga. They stated if there was a positive influence between the service qualities of the students' Satisfaction. It has a probability score of 0.000 < 0.05. It also had the influence amount contributed or the coefficient of determination is 36%. Those mean if 36% of

quality service variables contributed to the influence on the students' Satisfaction.

Service quality becomes the first seeing by customers in marketing. It is very important because when people use the service, they will give the appropriate service based on the customers' expectations. If people feel pleasure, it automatically builds a good reputation, and the foundation will have a good name. Otherwise, if the service received is in the low expectation, they will have a bad reputation (Herman, 2019).

The second is the outcome of direct influence between the school facilities variable to the students' Satisfaction can be seen in Table 3 below:

**Table 3.** The School Facilities Direct Influence on the Students' Satisfaction

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	52,171	4,434		11,765	,000
School Facility	,184	,065	,251	2,823	,006

a. Dependent Variable: Student Satisfaction

Table 3 shows the school facilities variable influence directly the students' Satisfaction. The amount is 0.006 (<0.05) Sig score and the score of t- counting > t-score (2.823 > 1.98). The coefficient of determination (R<sup>2</sup>) from the school facilities variable to the students' Satisfaction can be seen in Table 4 below:

**Table 4.** The Coefficient of determination of School Facilities in Student Satisfaction

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The Error of the Estimate
1	,251 <sup>a</sup>	,063	,055	3,663

a. Predictors: (Constant), School Facility

Based on table 4, The score of the coefficient of determination (R<sup>2</sup>) is 0.251. It means that the score influences the school facilities to the students' Satisfaction in 25.1% and 74.9% is influenced by the other factor. It is the same with research conducted by (Dharmayanti & Munadi, 2014), they said that the relationship between the service quality and the Sig score is 0.03 and the amount of the coefficient of determination is 0.332. Those mean 33.2% contributed to the influence of the service quality to the students' Satisfaction. The rest, that can be influenced by the other factor. By seeing those issues, there are learning facilities upgrade needed to increase the students' Satisfaction. It will be effective if the students also care about preserving and maintaining those facilities so that they can motivate them to learn more.

The other research was conducted by Prastiawan et al. (2016). It showed if there was a relationship between the quality of the service to the students' Satisfaction. In this case, the school had an important assignment to give excellent services to them. It is similar to research conducted by (Buckley et al., 2004). They said "A good school facility supports the educational enterprise. Research has shown that clean air, good light, and a small, quiet, comfortable, and safe learning environment are important for academic achievement" means the good school facilities can support the education service such as the fresh air, the good lighting, calmness, comfort, and security. Those are the factors to achieve an academic. (Hasan et al., 2013) also had an opinion if the availability facilities depend on place geography. For example, in a remote area, the students feel difficult to have complete facilities like a library, stationery, clear water, canteen facility, etc.

The third is the result of direct reputation school influence on the students' reputation can be seen in Table 5 below:

**Table 5.** The Direct Reputation School Influence on the Students' Satisfaction Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	47,946	6,117		7,838	,000
School Reputation	,179	,065	,243	2,735	,007

a. Dependent Variable: Student Satisfaction

Table 5 shows the direct school reputation variable influences the students satisfaction in 0.007 (<0.05) Sig score and the t-count score > t-table (2.735 > 1.98). The coefficient of determination (R<sup>2</sup>) from the school facilities variable to the students' Satisfaction can be seen in table 6 in the following:

**Table 6.** The School Facilities Coefficient of determination to the Students' Satisfaction

Model Summary				
Model	R	Adjusted R Square	R Std. Error	The error of the Estimate
1	,243 <sup>a</sup>	,059	,051	3,670

a. Predictors: (Constant), School Reputation

Table 6 above has the number of the coefficient of determination (R<sup>2</sup>) about 0.234. It gives the reputation school influence on the students' Satisfaction in 24.3%, the other factor influence is 75.7%.

That is similar to the research conducted by (Chen, 2019). He discussed the brand reputation to the customers' Satisfaction. The results showed if there was an influence of the brand reputation on the customers' Satisfaction or it can be said that reputation which maintains the brand is the one of important factors to build the customers' loyalty. Hence, the service quality from the education foundation is expected to get the students' Satisfaction. As soon as, they can make the customers stay stand and promote the school through word of mouth so that the school has a good reputation around society.

The other research was done by Noordi & Permatasari (2018). They found that there

was a significant and positive influence between the school reputations to the students' Satisfaction. It is in line also with research did by Khusaeni (2016). Those influenced because the students had felt if the school reputation is in a good category so that it can be concluded if the high reputation of a school can make the students' pleasure to get study. It also influences students' loyalty. However, it is in contrast with the research conducted by Herman (2019). He found that there was no relationship between the influences of school reputation to the students' Satisfaction. Since there were people who stated about the less school reputation especially on the role of the headmaster in evaluating and increasing the teaching-learning process to be better. This reputation also can be built and supported by the assertive and respective leadership by the students and teachers. The school can also in good reputation if it can create a conducive environment and has the professional quality teacher and the passable alumnus.

The indirect influence analysis has a goal to see the indirect influence whether it exists or not. It is between the quality service and the school facilities to the students' Satisfaction through the school reputation variable as the intervening variable. The indirect influence quality service to the students' Satisfaction through the school reputation. The path coefficient is counted by making two structural variable equations. They are the regression equations referred to as the relationship which is hypothesized. The first regression equation (I) School reputation = a + a Quality Service + e1 and the second regression equation (II) The Students' Satisfaction = a + c Quality Service + b School Reputation + c2. The examination of the outcome in the first regression equation (I) can be seen in Table 7 below:

**Table 7.** Results of the First Regression Equation

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
	1(Constant)	105,343	5,917		
Service quality	-,171	,085	-,181	2,012	,046

a. Dependent Variable: School Reputation

$$\begin{aligned} \text{School Reputation} &= a + a \text{ Service Quality} + e_1 \\ &= 105,343 + (-0,171) \end{aligned}$$

The second regression equation (II) can be seen in Table 8 below:

**Table 8.** Results of the Second Regression Equation (II)

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
	1(Constant)	61,136	8,040		
Service quality	-,151	,061	-,218	-2,460	,015
School Reputation	,150	,065	,204	2,300	,023

a. Dependent Variable: Student Satisfaction

$$\begin{aligned} \text{Student Satisfaction} &= a + c \text{ Service quality} + b \text{ School Reputation} + e_2 \\ &= 61,136 + (-0,151) + 0,150 \end{aligned}$$

The mediation influence is showed by multiplying the coefficient (ab) which needs to be examined in *Sobel Test* as follows:

$$\begin{aligned} z &= \frac{ab}{\sqrt{(b^2SEa^2) + (a^2SEb^2)}} \\ &= \frac{(-0,171 \times 0,150)}{\sqrt{(0,150^2 \cdot 0,085^2) + (-0,171^2 \cdot 0,065^2)}} \\ &= \frac{0,02565}{0,016914} \\ &= 1,5164 \end{aligned}$$

The result of the Sobel test is the score z in the amount of 1.5164 (<1.96). It means if the school reputation cannot become the influence moderator between the service qualities to the students' Satisfaction in SMK Purnama 2 Semarang, Central Java.

That is similar to the investigation conducted by (Soekiono & Suswanti, 2014) which makes the university reputation to the customers' loyalty. The university cannot mediate the influence between the service qualities to Satisfaction. Accordingly, it was similar to the other researches. That stated if the school reputation is more have the direct influence contributed to the students' Satisfaction. However, the other research also used Satisfaction to be an intervening variable to measure the customers' loyalty because there is an assumption if the students feel pleasure in the service quality given, they will use that service continually.

(Hayanti, Suryani, & Rozi, 2019) also did the same research. The outcome was the school reputation had a big enough influence on the students' Satisfaction in 19.8% percentage. The research from Sitorus and Suwarno (2015) used the school reputation as the independent variable and the students' Satisfaction as the intervening variable. The result showed if the students' Satisfaction can mediate the relationship between the school reputation and the students' confidence level in the school. Those can be concluded when the students feel more pleasure in the school reputation, the impact is on the influence in giving prime service. Therefore, the foundation has to build the brand reputation to increase the student's quantity which is registered to them inside of the service school business context.

The Indirect School Facilities to the students' Satisfaction Through the School Reputation The path coefficient is counted by making two structural equations. There is a regression equation which shows the hypothesize relation as follows: The first regression equation (I) School reputation = a +

a School Facilities + e1 and the second regression equation (II), Students' Satisfaction = a + c School Facilities + b School Reputation + e2. Table 9 below is the result for the first equation regression (I):

**Table 9.** Results of the First Regression Equation (I)

Coefficients					
Model	B	Unstandardized Coefficients		t	Sig.
		Std. Error	Beta		
I (Constant)	56,564	5,228		10,819	,000
School Facilities	,545	,077	,544	7,079	,000

a. Dependent Variable: School Reputation

School Reputation = a + a School Facilities + e<sub>1</sub> = 56,564 + 0,545. The second regression equation (II) can be seen in the table below:

**Table 10.** Results of the Second Regression Equation (II)

Coefficients					
Model	B	Unstandardized Coefficients		t	Sig.
		Std. Error	Beta		
I (Constant)	45,859	6,217		7,376	,000
School Facilities	,123	,077	,168	1,594	,114
School Reputation	,112	,077	,152	1,442	,152

a. Dependent Variable: Student Satisfaction

Student Satisfaction = a + c School Facilities + b School Reputation + e2  
 = 45,859 + 0,123 + 0,112

The mediation influence is from the multiplying coefficient (ab). It needs to be examined in Sobel Test as follows:

$$z = \frac{ab}{\sqrt{(b^2SEa^2) + (a^2SEb^2)}}$$

$$= \frac{(0,545 \times 0,112)}{\sqrt{(0,112^2 \cdot 0,077^2) + (0,545^2 \cdot 0,077^2)}}$$

$$= \frac{0,06104}{0,04284}$$

$$= 1,42483$$

The result calculation used a Sobel test. It has a Z score in the amount of 1.5164 (<1.96). It means that the school reputation cannot become the influence mediator between the school facilities to the students' Satisfaction in SMK 2 Purnama Semarang, Central Java.

This issue is different from the other researches in investigating the school reputation. That becomes the independent variable or dependent variable than the intervening variable. Since the school reputation has a bigger role and influence directly to the dependent variable especially in the students' Satisfaction. As in, (Damayanti & Wahyono, 2015), she measured the brand reputation based on the service quality through Satisfaction. The result showed if the customers' Satisfaction cannot mediate the relation between the service qualities to the brand reputation. This is because the students' college felt unpleased with the simplicity to resolve their complaints. The problem was also in the service and facilities which is inappropriate based on the customers' wants and expectations.

Exactly, Arinoto (2014) made the service quality as the intervening variable to measure the influence between the school facilities to the students' Satisfaction. The result showed if the service quality variable cannot mediate between the school facilities to the students' Satisfaction. Because it had a smaller path coefficient than the indirect influence. It can be explained that the school facilities variable had a bigger influence score directly to the students' Satisfaction than the intervening variable to the school reputation and the mutual service for measuring.

The outcome of this research shows if the school reputation cannot mediate the influence between the school facilities to the students' Satisfaction. It is because there are still unpleased students in the facilities given by the foundation. That is in contrast with what they

offered in the public before. However, SMK 2 Purnama now still manages to restore and increase the school facilities. Those are expected to be able to upgrade the service quality and mainly support the teaching-learning process take place.

## CONCLUSION

Based on the discussion above, there is a direct service quality variable to the students' Satisfaction and there are direct school facilities variable to the students' Satisfaction. Ranking of school direct reputation variable to the students' Satisfaction. While the variable image of the school reputation cannot be the influence mediator between the service qualities to the students' Satisfaction in SMK Purnama 2 Semarang, Central Java. The score  $z$  is 1.5164 ( $<1.96$ ) to the result calculation using the Sobel test. And the school reputation cannot be the influence mediator between the school facilities to the students' Satisfaction in SMK Purnama 2 Semarang, Central Java. The score  $z$  is 1.5164 ( $<1.96$ ) to the result calculation using the Sobel test.

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