

The Influence of Service Quality and Infrastructure on Student Satisfaction and Loyalty at SMPIT Muhammadiyah Pangkalan Kerinci

Elvi Sri Rizkiyani¹, Gusnardi², Gimin³

¹ Universitas Riau; rizkielvi@gmail.com

² Universitas Riau; gusnardi@lecturer.unri.ac.id

³ Universitas Riau; gimin@lecturer.unri.ac.id

ARTICLE INFO

Keywords:

Service Quality; Infrastructure;
Satisfaction; Loyalty

Article history:

Received 2025-01-14

Revised 2025-03-12

Accepted 2025-06-02

ABSTRACT

Student loyalty reflects a strong commitment to their school, demonstrated through continued support for the services provided and influencing prospective students to enroll. This study aims to analyze the effect of service quality and school facilities on student loyalty, with student satisfaction serving as a mediating variable. The research was conducted at SMPIT Muhammadiyah Pangkalan Kerinci using a quantitative approach. The sampling technique employed was a saturated sample, involving the entire population of 34 students. Data were collected through questionnaires and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results show that service quality and school facilities significantly influence student satisfaction, which in turn affects student loyalty. These findings emphasize that improving service quality and providing adequate facilities are essential in fostering student satisfaction and loyalty. The practical implication of this study suggests that schools should focus on enhancing educational services and infrastructure to build stronger student engagement and commitment.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Elvi Sri Rizkiyani

Universitas Riau; rizkielvi@gmail.com

INTRODUCTION

Education is the main foundation in shaping civilization. It is not merely a process of knowledge transfer, but also a means to form character, build critical thinking patterns, and instill life values. In a rapidly developing world, education becomes the key to opening the door to a better future. There are several indicators that can support the achievement of this education, one of which is having good and quality schools, such as excellent schools, strong curriculum, quality teaching and educational staff, organized learning systems, good school management systems as well as complete infrastructure and facilities, and additional educational programs that help students succeed and develop their character (Sinta, 2019). Every educational institution must adopt this mindset in order to compete with others, especially private schools (Saputra, A., L., G. Sriyanto, 2021).

Private schools are known as schools that sell service quality. If the services provided by the school meet the needs of students and parents, then the school provides good satisfaction for the students. The level of student satisfaction becomes the spearhead for the school to continue the school's future, as it will impact the admission of new students who will continue their education at that school. If students are satisfied, it will also impact their loyalty, for example, students feel proud

and happy with their school.

Student loyalty is a strong commitment held by students to continuously support the services they have experienced and even influence prospective new students to experience the services they have already felt. School excellence can also be seen from the quality report card assessment conducted by the National Education Standards (SNP) through 8 education standards. Based on the results of the 2020 quality report card, SMPIT Muhammadiyah Pangkalan Kerinci is in the fairly good category, with an average of 5.43, although in the 8 education standards mentioned there are still many things that need to be improved to achieve a very good score. If viewed from the implementation process, there is still a need for improvement in school infrastructure standards and school services.

Meanwhile, findings during the pre-survey revealed that the school is starting to be less attractive to the community, as perceptions from several parents indicated that if their children are not accepted at public schools or other well-known private schools, then that school becomes their last choice. Yet currently, private schools, especially IT (Integrated Islamic) schools, have become target schools for the community, particularly parents, because their learning process already includes Tahfiz Al-Quran lessons.

Furthermore, this opinion is reinforced by several confessions from students studying at SMPIT Muhammadiyah who mentioned that the school was their last choice and they even said they did not want to study there and wanted to transfer schools. From all the students' assumptions, it can be concluded that there is no student interest in their school, for example, there is no sense of joy, low commitment that students have toward their school, and especially seeing such conditions, students certainly will not recommend their school to others. Among the many factors that influence consumer satisfaction and loyalty toward service products (education), what will be used as a solution offered for the problems experienced by SMPIT Muhammadiyah school is service quality and infrastructure (Indrawati, 2013).

Service quality is the level of excellence or quality offered by an organization in providing services to customers (Septiani, Y., Aribbe, E., & Diansyah, 2020). This includes various aspects, such as speed, accuracy, friendliness, effectiveness, and ability to meet customer needs and expectations. Good service quality is usually related to high customer satisfaction (Herman, 2019). According to (Foedjiwati dan Samuel, 2013), service quality is the equivalence of services desired by customers with the services provided, while Ekawarna (2021) states that service quality is the totality of goods or services that can satisfy customer needs (Ekawarna, E., Denmar, D., & Eka Wibawa, 2023). Therefore, it can be understood that service quality can provide a person's sense of satisfaction with goods or services (Kurniawan, F. Y., & Sari, 2017) Customer Loyalty.

Next is infrastructure, which encompasses everything related to learning, from learning equipment to learning buildings. This infrastructure will greatly determine the smooth running of the learning process, because one of the factors for learning success lies in the fulfillment of infrastructure (Sairi, A., & Safrizal, 2018). Thus, it can be understood that infrastructure is one of the efforts to meet student needs so that satisfaction and loyalty are fulfilled.

Many studies have examined service quality, infrastructure, satisfaction and student loyalty. For example, Bulkia's (2018) opinion states that student satisfaction is influenced by service quality. According to Rokhani (2021), student happiness is influenced by the quality of services provided. This differs from Budiarno's (2022) statement that customer satisfaction is negatively influenced by service quality (Bulkia, 2018)(Rokhani, S., & Marlianingrum, 2021)(Budiarno, Nyoman. Ida Bagus, & Lukitaningsih, 2022). This is in line with Naidah's (2015) research which found that customer happiness in general is not significantly influenced by the quality of services provided (Naidah, 2015). Meanwhile, Dhakoril, Apriliani & Sudibyo (2024) found that service quality can increase customer satisfaction and loyalty (Dakhori., Apriliani, D., & Sudibyo, 2024). Similarly, research conducted by (Kurnia, 2020) showed that service quality can influence satisfaction which directly affects loyalty. This is also in line with Akbar (2019) who found that service quality, facilities and infrastructure simultaneously and partially influence customer satisfaction and also affect loyalty (Akbar, 2019). Therefore, it can be said that each variable has different results. Therefore, the impact

of infrastructure and service quality on student loyalty and satisfaction needs to be re-examined (Sukma, B., C, Murwanto, 2023).

The novelty of this exploration is the variation in each variable, besides that this research focuses on both factors that simultaneously impact student satisfaction and loyalty. Previous research only examined partial factors that influence student satisfaction and loyalty in education. The reason for choosing this title is that there are problems regarding student satisfaction and student loyalty at SMPIT Muhammadiyah school, evidenced by the decreasing number of students each year and even some children transferring (Fardani, 2015). This research must be conducted to obtain the best solution for the advancement of the school.

Through this research, it is important to re-examine student satisfaction and loyalty caused by factors of service quality and school infrastructure. The research conducted is expected to provide an in-depth picture of the loyalty and satisfaction of SMPIT Muhammadiyah Pangkalan Kerinci students.

METHODS

This research uses a quantitative descriptive approach to analyze the influence of service quality and infrastructure on student satisfaction and loyalty (Sugiyono, 2022). This approach was chosen because it can provide an objective picture based on numerical data obtained from respondents. The research was conducted at SMPIT Muhammadiyah Pangkalan Kerinci from September to December 2024.

The population in this study consists of all students at SMPIT Muhammadiyah Pangkalan Kerinci, with 34 respondents selected using saturated sampling technique. Data was collected using questionnaire instruments that have been tested for validity and reliability, as well as other supporting documentation.

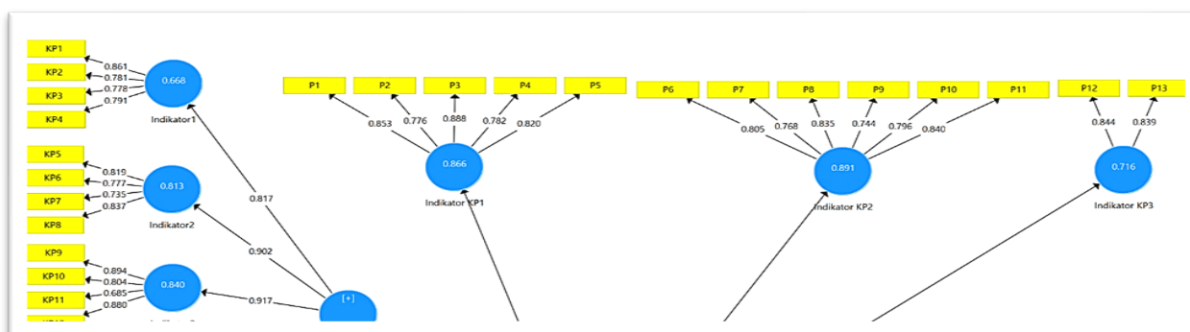
Data analysis was conducted using variance-based Structural Equation Modeling technique, namely Partial Least Square (SEM-PLS), with the assistance of SmartPLS 4.0 software. Variables in this research include: service quality (X1), infrastructure (X2), student satisfaction (Y), and student loyalty (Z). Variable indicators were arranged based on theory and previous research, with service quality measured through reliability, responsiveness, and empathy; infrastructure measured through completeness, comfort, and accessibility; student satisfaction measured through expectation conformity and fulfilled needs; and student loyalty measured through commitment, sense of pride, and tendency to recommend the school to others

FINDINGS AND DISCUSSION

Results of Partial Least Square (PLS) Model Analysis

The data analysis method used in this research is qualitative analysis using the PLS method. In this model, there are two stages in its evaluation: first, the measurement model (outer model) which is used to assess the validity and reliability of each indicator forming the construct, and second, the structural model evaluation (inner model) to examine the relationships between variables.

The following is the figure showing the results of the full model structural equation test to assess the outer model, which can be seen in Figure 1.



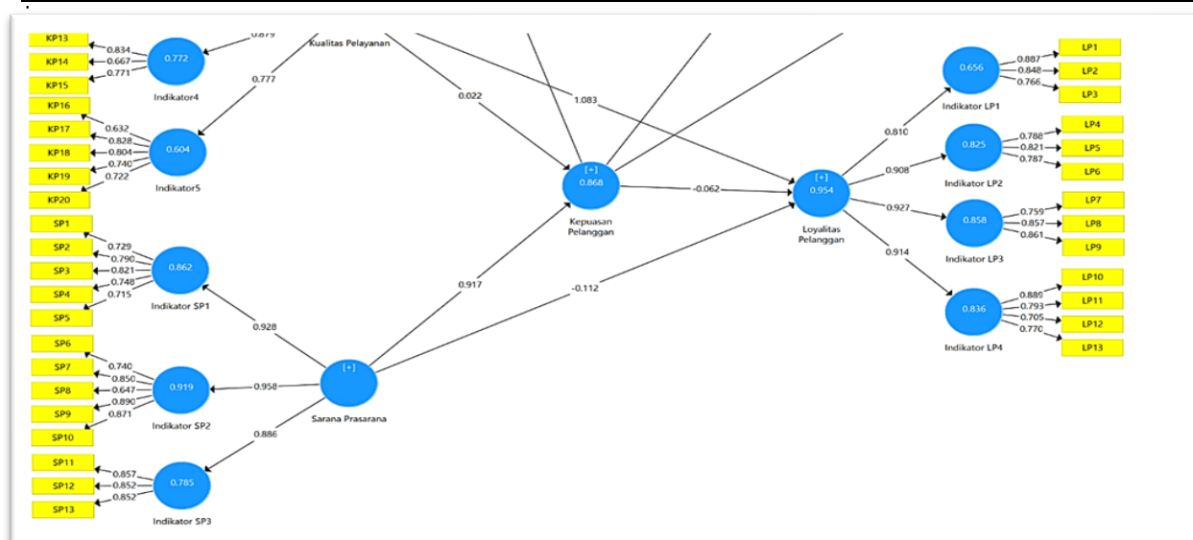


Figure 1. Model Structural Equation Test To Assess The Outer Model

Based on Figure 1, it is known that the convergent validity test results using loading factor values and Average Variance Extracted (AVE) provide an overview of the existence of attributes within the tested variables. In this research, all data is valid and can measure the research results. Indicators with small loading factor values indicate small convergent validity contributions and therefore need to be removed. The loading factor value measured for each indicator used is more than 0.60. The loading factor values are valid and can be used to measure the research results.

The research variables have the largest cross loading values on the variables they form, compared to cross loadings on other variables. For example, the cross loading for KP1 (Service Quality) is 0.619 on the infrastructure variable (0.687), customer satisfaction variable (0.729), and customer loyalty variable (0.787). Similar patterns are also seen in other dimensions. Thus, latent constructs can predict variables in their blocks better than dimensions in other blocks.

Another method to examine discriminant validity is the Average Variance Extracted (AVE) value. The recommended value is above 0.50. The following are the AVE values in this exploration which can be seen in table 2 as follows:

Table 2. Average Variance Extracted (AVE)

Variable	AVE
Service Quality	0, 566
Infrastructure	0, 576
Customer Satisfaction	0, 614
Customer Loyalty	0, 569

Source: SmartPLS 3 Processed Data (2024)

The values in Table 2 (Average Variance Extracted/AVE) show that the variables of service quality, infrastructure, customer satisfaction, and customer loyalty have AVE values above 0.50. This concludes that each of these constructs (variables) has good validity from each dimension.

Table 3. Composite Reliability

Variable	Composite Reliability
Service Quality	0, 940
Infrastructure	0, 945
Customer Satisfaction	0, 816
Customer Loyalty	0, 765

Source: SmartPLS 3 Processed Data (2024)

In Table 3, it can be seen that the Composite Reliability values for all research variables are above 0.70. These results show that each variable has met the Composite Reliability criteria, which means that all variables have a good level of reliability.

1. Evaluation of Structural (Inner) Model

This research will explain the correlation influence between each independent variable and dependent variable, as well as the indirect influence between independent variables and dependent variables mediated by intervening variables. The evaluation of the PLS structural model begins by examining the R-Square values for each dependent variable. Next, a check is performed on the path coefficient values for the independent variables, which are then assessed for significance based on t-statistic values.

Based on data processing that has been conducted using the SmartPLS 3 program, the R-Square values in Table 4. are obtained as follows:

Table 4. R-Square Value Results (R^2)

Variable	R-Square Value
Customer Satisfaction	0, 796
Customer Loyalty	0, 559

Source: SmartPLS 3 Processed Data (2024)

Based on Table 4 above, it is known that the R-Square value for the Customer Satisfaction variable is 0.796. This figure reveals that the Service Quality and Infrastructure factors can explain 79.6% of the Customer Satisfaction variable. Meanwhile, for the Customer Loyalty variable, the R-Square value obtained is 0.556. This value indicates that Customer Loyalty can be explained by 55.6% by the Service Quality, Infrastructure, and Customer Satisfaction factors.

Table 5. *Q-Square dan Goodness of Fit (GoF)*

Criteria	Value	Category
<i>Q-Square</i>	0, 567	Good
<i>Goodness Of Fit (Gof)</i>	0, 459	High

Source: SmartPLS 3 Processed Data (2024)

Based on Table 5, a Q-Square value of 0.567 is obtained. This shows that 56.7% of the research data variability can be explained by the research model, while the remaining 43.3% is explained by other factors outside this research model. The Q-Square result of 56.7% indicates that the formed PLS model is good, as it can explain 56.7% of the overall information.

In Table 5, a Goodness of Fit (GoF) value of 0.459 is also obtained, which falls into the high category. This shows that the model has good observational fit, because the GoF value is in the high category, which is between 0.38 – 1. Therefore, based on the inner model testing results, it can be concluded that the structural model built in this research is accurate.

2. Hypothesis Testing

The following are the hypothesis testing results obtained in this research through direct and indirect testing using SmartPLS 4.0:

Table 6. *Path Coefficient*

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STADEV)	T-Statistic	P-Value
Service Quality -> Customer Loyalty	0, 879	0, 795	0, 038	23, 139	0,000
Infrastructure -> Customer Loyalty	0, 077	0, 113	0, 232	5, 186	0,000
Customer Satisfaction -> Customer Loyalty	0, 489	0, 578	0, 129	3, 801	0, 000
Service Quality -> Customer Satisfaction	0, 768	0, 766	0, 073	10, 555	0,000
Infrastructure -> Customer Satisfaction	0.877	0.878	0.029	30.388	0.000

Source: SmartPLS 3 Processed Data (2023)

The following is the direct hypothesis testing:

a. Testing the first hypothesis (H₁)

The calculation results through SmartPLS 3, the service quality variable on customer loyalty, as shown in Table 4.14, indicates that the significance level of the service quality variable on customer loyalty is 0.000, which is smaller than 0.05. In addition, the t-calculated value (23.139) is greater than the t-table (2.032). The parameter coefficient value is 0.038. Therefore, it can be concluded that the hypothesis is accepted (H₁), which means that service quality has a positive and significant impact on customer loyalty.

b. Testing the second hypothesis (H₂)

The calculation results through SmartPLS 3, the infrastructure variable on customer loyalty, as shown in Table 4.14, indicates that the infrastructure variable on customer loyalty has a significance level of 0.000, which is smaller than 0.05. In addition, the t-calculated value (5.186) is greater than the t-table (2.032). The parameter coefficient value is 0.232. Therefore, it can be concluded that the hypothesis is accepted (H₂), which means that infrastructure has a positive and significant impact on customer loyalty.

c. Testing the third hypothesis (H₃)

The calculation results through SmartPLS 3, the customer satisfaction variable on customer loyalty, as shown in Table 4.14, indicates that the significance level of the customer satisfaction variable on customer loyalty is 0.000, which is smaller than 0.05. In addition, the t-calculated value (3.801) is greater than the t-table (2.032). The parameter coefficient value is 0.129. Therefore, it can be concluded that the hypothesis is accepted (H₃), which means that customer satisfaction has a positive and significant impact on customer loyalty.

d. Testing the fourth hypothesis (H₄)

The calculation results through SmartPLS 3, the service quality variable on customer satisfaction, as shown in Table 4.14, indicates that the significance level of the service quality variable on customer satisfaction is 0.000, which is smaller than 0.05. In addition, the t-calculated value (10.555) is greater than the t-table (2.032). The parameter coefficient value is 0.073. Therefore, it can be concluded that the hypothesis is accepted (H₄), which means that service quality has a positive and significant impact on customer satisfaction.

e. Testing the fifth hypothesis (H₅)

The calculation results through SmartPLS 3, the infrastructure variable on customer satisfaction, as shown in Table 4.14, indicates that the significance level of the infrastructure variable on customer satisfaction is 0.000, which is smaller than 0.05. In addition, the t-calculated value (30.388) is greater than the t-table (2.032). The parameter coefficient value is 0.029. Therefore, it can be concluded that the hypothesis is accepted (H₅), which means that infrastructure has a positive and significant influence on customer satisfaction.

Indirect Testing The following are the results of hypothesis testing data in the exploration using SmartPLS.

Table 7. Hypothesis Testing with Intervening Variables

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STADEV)	T-Statistic	P-Value
Service Quality -> Satisfaction -> Customer Loyalty	0,919	0,690	0,135	5,282	0,000
Infrastructure -> Customer Satisfaction -	0,622	0,659	0,161	3,872	0,000

> Customer Loyalty

Source: SmartPLS 3 Processed Data (2023)

The following is the indirect hypothesis testing as follows:

f. Testing the sixth hypothesis (H₆)

The calculation results through SmartPLS 3, the teacher's teaching style variable through motivation on learning outcomes shown in table 4.15 indicates that the service quality variable through customer satisfaction on customer loyalty has a value of 0.000 which is smaller than 0.05 and $t_{table} > t_{calculated}$ ($2.032 > 5.282$), with a parameter coefficient value of 0.135. Then to determine the magnitude of the intervening variable's influence on indirect hypothesis testing can be seen in table 4.14 and Table 4.15 in the original sample column, it shows that during direct hypothesis testing the original sample was 0.879 but after indirect hypothesis testing the original sample changed to 0.919, meaning that after the implementation of intervening, the original sample increased with a difference of 0.040. It can be concluded that the hypothesis is accepted (H₆), meaning that service quality through customer satisfaction has an indirect influence on customer loyalty.

g. Testing the seventh hypothesis (H₇)

The calculation results through SmartPLS 3, the infrastructure variable through customer satisfaction on customer loyalty shown in table 4.15 indicates that the infrastructure variable through customer satisfaction on customer loyalty has a significance value of 0.000 which is smaller than 0.05 and $t_{table} < t_{calculated}$ ($2.032 < 3.872$), with a parameter coefficient value of 0.161. Then to determine the magnitude of the intervening variable's influence on indirect hypothesis testing can be seen in table 4.14 and Table 4.15 in the original sample column, it shows that during direct hypothesis testing the original sample was 0.077 but after indirect hypothesis testing the original sample changed to 0.622, meaning that after the implementation of intervening, the original sample increased with a difference of 0.545. It can be concluded that the hypothesis is accepted (H₇), which means there is a positive and significant influence between the infrastructure variable through customer satisfaction on customer loyalty.

The research results prove that service quality has an influence on customer loyalty. The quality of a product/service is very important for customers, because quality products/services will have a direct influence on customers who experience them. If reality exceeds expectations, then the service can be considered quality, while if reality does not meet expectations, then the service is considered poor quality (Alfiyanti, Sari, F., A, 2022). The results of this research are supported by research conducted by (Lapalelo, 2022), who stated that quality and service are means to achieve satisfaction and bonds with customers. Furthermore, research conducted by (Sofyan, 2013) mentioned that service quality is a benchmark for whether someone will be loyal or not in using a service.

The research results show that facilities and infrastructure can influence student loyalty. This means that if a school has complete facilities and infrastructure, both physical and non-physical, it will impact student loyalty to continue their education at that school. The results of this research are supported by research conducted by (Sofyan, 2013), which shows that facilities, as part of infrastructure, can impact customer loyalty. In addition, the research results of (Herawati, 2019) also mention that facilities and infrastructure have a positive impact on student loyalty. All facilities needed in the teaching and learning process, both movable and immovable, both directly and indirectly, can influence the achievement of educational goals and increase student loyalty.

Furthermore, the research results also show that service quality influences student satisfaction. If the service received or perceived (perceived service) matches expectations, then service quality is perceived as good and satisfying. If the service received exceeds expectations, then

service quality is perceived as very good and high quality. This research is in line with research by (Rahareng, V., J, Relawan, 2017) who stated that academic service quality has a positive and significant impact on student satisfaction. Based on the explanation above, it is concluded that "academic service quality has a partial and significant impact on student satisfaction." Meanwhile, research conducted by widodo found that good service quality due to good interaction between service providers and service recipients will create trust, credibility with mutual respect, honor, responsiveness and attention, so it can be concluded that service quality can impact satisfaction.

Similarly, facilities and infrastructure influence satisfaction. Facilities and infrastructure are needs that must be fulfilled by an educational institution (Nastiti. U., 2015). Good facilities and infrastructure play an important role in creating customer satisfaction (students and parents) (Purwati, A., 2018). The results of this research are supported by research conducted by Mulyasa in Tanjung, who stated that without adequate facilities and infrastructure, problems will arise in less optimal teaching and learning activities, which in turn impacts student dissatisfaction. The results of this research are also in line with research conducted by (Sofyan, 2013), who stated that customer satisfaction is a post-purchase evaluation, where the chosen alternative at least provides results (outcomes) that equal or exceed customer expectations. Conversely, dissatisfaction arises when the results obtained do not meet customer expectations.

Furthermore, the research results also explain that satisfaction influences student loyalty. When customers feel satisfied, they tend to maintain their loyalty for a long time and make repeat purchases when the company launches new products. This statement is consistent with research conducted by (Syerlita, R., dan Siagian, 2024), and (Nursal, M., F & Panday, 2021) who found that customer satisfaction has a positive and significant influence on customer loyalty.

The research results also show that service quality influences loyalty through student satisfaction and is in the good category. Services that match what is promised by teachers, fast service, good teacher attention to each student and not discriminating against any student will make students feel satisfied and comfortable with the school they have chosen. One of the main strategies to retain customers and achieve satisfaction is by providing quality service, thus creating loyalty (Saputra, A., L., G. Sriyanto, 2021). Research that supports this statement is research conducted by Surahman, who found that service quality significantly influences customer loyalty through customer satisfaction as an intervening variable. The results of this research are also in line with the findings of (Sofyan, 2013), which show that service quality significantly influences loyalty through consumer satisfaction.

The research results also prove that facilities and infrastructure influence customer loyalty (in this case students and parents) through consumer satisfaction. Students will feel satisfied with the facilities provided, which in turn will foster high loyalty. The importance of facilities and infrastructure in creating satisfaction and loyalty shows that good facilities not only improve the quality of the teaching and learning process (Aregawi, 2018). The results of this research are supported by research conducted, who stated that facilities and infrastructure have a strong relationship with customer loyalty through satisfaction (Risdyanto, A, 2023).

Institutions that have sturdy buildings in good condition can increase comfort for consumers who directly experience it, so these consumers feel that the place they choose is the best place among others. Research was also conducted by Abdullatif, who mentioned that facilities and infrastructure do not impact loyalty through consumer satisfaction. Research conducted by (Detry, S., P, Sumarno, Kartikowat., 2023) also provides interesting insights related to facilities and infrastructure, but with a slightly different context. In that research, facilities and infrastructure were proven to have a weak relationship with loyalty. Institutions that have sturdy buildings in good condition can increase comfort for consumers who directly experience it, so these consumers feel that the place they choose is the best place among others. Research was also conducted by (Septiani, Y., Aribbe, E., & Diansyah, 2020) who mentioned that facilities and infrastructure do not impact loyalty through consumer satisfaction. Research conducted by (Detry, S., P, Sumarno, Kartikowat., 2023), also provides interesting insights related to facilities and infrastructure, but with a slightly different context. In that research, facilities and infrastructure were proven to have a weak relationship with loyalty

CONCLUSIONS

This research confirms that service quality and infrastructure have a significant influence on student satisfaction and loyalty in educational school institutions. These findings provide an important contribution to educational management literature by affirming the strategic role of these factors in maintaining student loyalty. The practical implication is that schools, especially private ones, need to focus on improving service quality and facilities to enhance customer satisfaction and long-term loyalty. However, this research has limitations in aspects of teacher competency and school image that have not been explored in depth, so further studies are recommended to expand these variables and test their impact more comprehensively.

REFERENCES

- Akbar, I. (2019). Pengaruh Kualitas Pelayanan, Sarana Dan Prasarana Terhadap Kepuasan Serta Dampaknya Terhadap Loylitas Konsumen Pada Industri Perhotelan Di Banda Aceh. *Jurnal Ekonomi, Manajemen Dan Akutansi*, 5(1), 1–7.
- Alfiyanti, Sari, F., A, G. (2022). Pengaruh Kualitas Pelayanan dan Partisipasi Anggota terhadap Kinerja Koperasi Silva Selatpanjang Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti. *Jurnal Pendidikan Dan Konseling*, 4(6), 1–10.
- Aregawi, T. (2018). Factors Affecting Customer Loyalty: (Experience From Dashen Bank Adigrat Area Branch). *International Journal of Science and Research*, 7(9), 101–105.
- Budiarno, Nyoman. Ida Bagus, & Lukitaningsih, A. (2022). Equilibrium: Jurnal Penelitian Pendidikan dan Ekonomi Pengaruh Kualitas Layanan, Kualitas Produk Terhadap Kepuasan Pelanggan Dalam Membentuk Loyalitas Pelanggan. *Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(2), 226–230.
- Bulkia, S. (2018). Pengaruh Kualitas Pelayanan Terhadap Kepuasan Mahasiswa. *At-Tadbir : Jurnal Ilmiah Manajemen*, 2(1), 49–58.
- Dakhori., Apriliani, D., & Sudibyo, H. (2024). Pengaruh Kualitas Pelayanan Pendidikan dan Kepuasan Pelanggan terhadap Loyalitas Pelanggan di SMP. *Jurnal Of Education Research*, 5(3), 3262–3270.
- Detry, S., P, Sumarno, Kartikowat., S. (2023). *Analisis Kepuasan Kualitas Pelayanan MTS-Al Muttaqin Pekanbaru sebagai Pembentuk Citra Sekolah dan Customer loyalty*. 13(1), 1–11.
- Ekawarna, E., Denmar, D., & Eka Wibawa, D. (2023). Pengaruh Kualitas Layanan dan Citra Sekolah Terhadap Keuasan Orang Tua di SMP Islam AL- FALAH Kota Jambi. *Jurnal Aplikasi Manajemen*, 3(2), 177–187.
- Fardani, N. E. (2015). Analisis Faktor-Faktor Yang Mempengaruhi Loyalitas Pelanggan Mobile Broadband Services Telkomsel Di Kota Bandung Tahun 2014. *E-Proceeding Of Management*, 2(2), 1–10.
- Foedjiwati dan Samuel, H. (2013). Pengaruh Kepuasan Konsumen terhadap Kesetiaan Merek (Studi Kasus Restoran The Prime Steak & Ribs Surabaya). *Jurnal Manajemen Dan Kewirausahaan*, 7(4), 74–82.
- Herawati, H. (2019). Pengaruh Kinerja Tenaga Pendidik Dan Sarana Prasarana Terhadap Loyalitas Orang Tua Peserta Didik Di Sdit As-Syafi'iyah. *Jurnal Ekonomi & Bisnis*, 10(2), 66–76.
- Herman. (2019). *Analysis Of The Effect Of Service Quality, School Image, School Environment And Teaching Quality On Student Satisfactional*-Huda Pekanbaru. 10(2), 155–170.
- Indrawati, A. D. (2013). Pengaruh Kepuasan Kerja Terhadap Kinerja Karyawan Dan Kepuasan Pelanggan Pada Rumah Sakit Swasta Di Kota Denpasar. *Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*, 7(2), 135–142.
- Kurnia, E. (2020). Pengaruh Kualitas Layanan Pendidikan terhadap Kepuasan, Loyalitas Mahasiswa Fakultas Ekonomi Universitas Borneo Tarakan. *Jurnal Ekonomi*, 4(1), 127–134.
- Kurniawan, F. Y., & Sari, D. (2017). Pengaruh Kualitas Produk, Harga, Dan Kepercayaan Terhadap Proses Keputusan Pembelian Konsumen Perusahaan Konveksi Inglorious Industries Di Kota Bandung. *Proceeding of Management*, 4(1), 735–744.
- Lapalelo. (2022). Pengaruh Sistem Informasi Pemasaran Dan Kualitas Pelayanan Terhadap

- Kepuasan Pelanggan Dan Loyalitas Pelanggan (Studi Pada PT Hasjrat Abadi Manado). *Jurnal Manajemen*, 2(4), 224–234.
- Naidah, & R. (2015). Pengaruh Kualitas Pelayanan Terhadap Kepuasan Pelanggan Pada Pt Pln (Persero) Rayon Selayar. *Jurnal Ekonomi Balance Fakultas Ekonomi Dan Bisnis*, 11(2), 96–105.
- Nastiti. U., D. (2015). Pengaruh Layanan Mengajar Dosen Dan Pemanfaatan Fasilitas Belajar Terhadap Kepuasan Mahasiswa Di Universitas Pasundan. *Jurnal Administrasi Pendidikan*, 22(1), 1–13.
- Nursal, M., F & Panday, R. (2021). The Effect Of Service Quality And Customer Satisfaction On Customer Loyalty. *Jurnal Manajemen Strategi Dan Aplikasi Bisnis*, 4(1), 171–180.
- Purwati, A., A. (2018). Pengaruh Kualitas Sistem Informasi Akademik Terhadap Kepuasan Dan Loyalitas Mahasiswa Perguruan Tinggi. 2(1), 84–92.
- Rahareng, V., J, Relawan, N. (2017). Pengaruh Kualitas Pelayanan Akademik Terhadap Kepuasan Mahasiswa (Studi Pada Mahasiswa Administrasi Bisnis Universitas Telkom). *Jurnal Pemikiran Dan Penelitian Administrasi Bisnis Dan Kewirausahaan*, 2(2), 201–211.
- Risdyanto, A, A. (2023). Pengaruh Dimensi Kualitas Pelayanan Terhadap Loyalitas Pelanggan Melalui Kepuasan Pelanggan Pada Yayasan Agaphe Banjarmasin. *Jurnal Bisnis Dan Pengembangan* *Jurnal Bisnis Dan Pengembangan*, 12(1), 22–31.
- Rokhani, S., & Marlianingrum, P. R. (2021). Pengaruh Kualitas Pelayanan Dan Kualitas Pembelajaran Daring Terhadap Kepuasan Mahasiswa Dimasa Pandemi Covid-19. *Journal of Management : Small and Medium Enterprises (SMEs)*, 14(3), 291–310.
- Sairi, A., & Safrizal, M. (2018). Pengaruh Mutu Layanan Sarana Dan Prasarana Terhadap Kepuasan Murid. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(1), 20–27.
- Saputra, A., L., G. Sriyanto, A. (2021). Teori Manajemen Sarana Prasarana. *Jurnal Jurusan Manajemen Pendidikan Islam*, 1(1), 1–8.
- Septiani, Y., Aribbe, E., & Diansyah, R. (2020). Analisis Kualitas Layanan Sistem Informasi Akademik Universitas Abdurrahman Terhadap Kepuasan Pengguna Menggunakan Metode Sevqual (Studi Kasus : Mahasiswa Universitas Abdurrahman Pekanbaru). *Jurnal Teknologi Dan Open Source*, 3(1), 131–143.
- Sinta, I. M. (2019). Manajemen Sarana dan Prasarana. *Jurnal ISEMA: Islamic Education Manajemen*, 4(1), 77–92.
- Sofyan. (2013). Pengaruh Fasilitas Dan Kualitas Pelayanan Terhadap Loyalitas, Melalui Kepuasan Konsumen Sebagai Variabel Intervening Pada Star Clean Car Wash Semarang. *Diponegoro Journal Of Social And Politic*, 1–12.
- Sugiyono. (2022). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Sukma, B., C, Murwanto, H. (2023). Analisis Faktor-Faktor Yang Mempengaruhi Kepuasan Pelanggan. *Jurnal Ilmiah Bidang Ilmu Ekonomi*, 21(3), 300–309.
- Syarnubi, S., & Fahiroh, S. (2024). Shame Compensation in Islamic and Psychological Perspectives. *Tadrib: Jurnal Pendidikan Agama Islam*, 10(1), 12-31.
- Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, R. (2024, April). An analysis of student errors in solving HOTS mathematics problems based on the newman procedure. In *AIP Conference Proceedings* (Vol. 3058, No. 1). AIP Publishing.
- Syerlita, R., dan Siagian, I. (2024). The Impact of the Development of the Industrial Revolution 4.0 on Education in the Current Era of Globalization. *Journal on Education*, 7(1), 3507–3515.