

THE EFFECT OF SERVICE QUALITY AND IMAGE OF THE INTERNATIONAL CLASS AND ESCHOOL PROGRAM OF THE FACULTY OF ECONOMICS AND BUSINESS, PASUNDAN UNIVERSITY ON STUDENT SATISFACTION

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Abstract

This study aims to analyze the influence of service quality and program image on student satisfaction in the International Class and E-School programs at the Faculty of Economics and Business, Universitas Pasundan. The International Class and E-School are strategic initiatives designed to strengthen academic service quality, enhance the program's image, and improve the learning experience of students in a global and technology-based environment. The research employed a quantitative approach with a survey method involving 107 students from the 2016–2023 cohorts who participated in the International Class and/or E-School programs. Data were collected through a structured questionnaire measuring service quality, program image, and student satisfaction using a Likert scale. The instrument was tested for validity and reliability before being administered. Descriptive analysis was used to portray student perceptions, while multiple regression and path analysis were applied to examine the partial and simultaneous effects of service quality and program image on satisfaction. The results show that both service quality and program image are perceived to be in the good to very good category, with overall mean scores above 4.00. Regression analysis indicates that service quality and program image have a positive and significant effect on student satisfaction, with a coefficient of determination (R^2) of 0.86, meaning that 86% of the variance in satisfaction is explained by these two variables. The study concludes that improving service reliability, responsiveness, and learning facilities, along with strengthening the program's academic reputation and international branding, is crucial to sustaining and enhancing student satisfaction.

Keywords: Service Quality; Program Image; Student Satisfaction

INTRODUCTION

The International Class and E-School programs at the Faculty of Economics and Business, Pasundan University (FEB UNPAS), are strategically designed to enhance service quality, strengthen program image, and ultimately improve student satisfaction in a globalized higher education environment. Founded on November 14, 1960, Universitas Pasundan (UNPAS) was founded based on the ideals of Paguyuban Pasundan, an organization established in 1913 that is committed to advancing education and social welfare in Indonesia. FEB UNPAS embodies these ideals through its focus on high-quality economics and business education that is rooted in local cultural values while simultaneously oriented to global demands. FEB UNPAS currently offers three main study programs Management, Accounting, and Development Economics each of which has been strengthened by the establishment of the International Class program, which was inaugurated on the 2018 Anniversary, in line with the faculty's vision to become a leading institution in the development of economics, business, and management, which is both attentive to local culture and responsive to global needs. The International Class Program initially grouped 30 high-achieving students with a minimum GPA of 3.5 into a special cohort and has since experienced positive enrollment growth from 2018 to 2024 across all three programs, demonstrating strong interest and promising market potential for internationally oriented study paths at FEB UNPAS. In line with this, the E-School initiative, developed in collaboration with the Korea Foundation and Kyung Hee University, provides online and blended courses on Korean economics and business, further integrating global content into the curriculum and offering students the opportunity to interact with international professors and gain comparative insights into Asian economic development.

Within this strategic context, the International Class program incorporates several key academic and co-curricular components designed to cultivate global competence among students, including regular courses delivered or introduced in English, visiting lectures from foreign academics, international public lectures, and company visits to multinational enterprises operating in Indonesia. These activities expose students to international perspectives on management, accounting, and development economics and support the development of soft skills such as intercultural communication, professional networking, and adaptability in diverse work environments. The E-School program complements these efforts through joint courses with professors from Kyung Hee University, including “Understanding Korean Economy,” “Korean Business,” and “Data Analytics using R,” which collectively reflect both content diversification and an increasing integration of digital pedagogy and data-driven learning into the FEB UNPAS curriculum. From 2019 to 2024, the number of E-School courses expanded from one to three, while student participation from the International Class remained relatively stable at around 30 students per course across the three study programs, signalling steady demand for global and technology-mediated learning experiences. This growth also aligns with broader trends in internationalization at home in Indonesian universities, where international content, English-medium instruction, and virtual mobility are used to prepare students for competitive global labor markets without requiring large-scale physical mobility.

Despite these achievements, FEB UNPAS faces significant challenges typical of institutions operating in an increasingly competitive higher education landscape, particularly

in terms of ensuring that service quality and program image meet or exceed student expectations. The International Class and E-School programs must not only offer distinctive academic value but also communicate their advantages effectively to current and prospective students to sustain attractiveness and maintain a strong reputation among competing institutions that provide similar international or bilingual programs. In this context, corporate and institutional image becomes a crucial construct; Gotsi and Wilson (2001) conceptualize corporate image as a dynamic, multi-dimensional perception formed by stakeholders through their experiences and the organization's projected symbols, behaviors, and communications, and this image can significantly influence stakeholder trust and decision-making. A positive image of the International Class and E-School programs is therefore expected to shape both the initial enrollment decisions of prospective students and the ongoing satisfaction and loyalty of current participants, as image and satisfaction are empirically linked to recommendation behavior and long-term relationship outcomes. However, preliminary observations at FEB UNPAS indicate that, although the programs enjoy good potential and visibility, several issues remain, such as suboptimal differentiation of services from regular classes, limited promotion of added value, and perceived gaps in the maximization of digital facilities and interaction between students and lecturers.

These challenges highlight the importance of systematically assessing student satisfaction with the services provided by the International Class and E-School programs, especially with regard to dimensions such as responsiveness, reliability, assurance, empathy, and tangibles, which are widely used in service quality evaluation in higher education. Student satisfaction is not only a measure of how well programs meet current needs and expectations but also an indicator of whether the programs can sustain their competitive advantage and continue attracting high-caliber students in the future. At FEB UNPAS, internal and external competition for students is intensifying, and without clear empirical information on service quality, program image, and satisfaction levels, it is difficult for the faculty to design targeted interventions and strategic improvements for the International Class and E-School initiatives. The absence of such data may lead to misaligned offerings, underutilized strengths, and missed opportunities to further differentiate FEB UNPAS in the market for internationalized economics and business education. As an example, feedback on the availability and usability of digital learning platforms, the perceived relevance of international course content, and the effectiveness of communication about program benefits can directly inform the redesign of services and promotional strategies.

Against this backdrop, the present study is positioned as an applied research effort that investigates the influence of service quality and program image on student satisfaction with the International Class and E-School programs at FEB UNPAS. The research focuses on four main questions: how students perceive the quality of teaching and learning services in these programs, how they perceive the image of the International Class and E-School, what their overall satisfaction levels are, and to what extent service quality and image both simultaneously and partially affect their satisfaction. By linking service quality and image constructs with satisfaction, the study aims to generate actionable insights that can support FEB UNPAS in refining its academic and administrative services, strengthening its brand as a culturally grounded yet globally engaged faculty, and ensuring that its international programs genuinely contribute to the competitiveness of its graduates in national and international labor markets. The findings are expected to have practical implications, such as

guiding investments in digital infrastructure, shaping staff development and lecturer training, and informing more integrated marketing communications to highlight the unique value proposition of the International Class and E-School. Moreover, the study can provide a reference model for other faculties and universities that are developing similar programs, reinforcing the role of continuous feedback, measurement, and improvement in building sustainable competitive advantage in higher education services.

REVIEW OF LITERATURE

Service quality is widely conceptualized as the gap between expectations and perceived performance. According to Parasuraman et al. (1988), service quality can be measured through the SERVQUAL dimensions of reliability, responsiveness, assurance, empathy, and tangibles, which together capture the consistency, speed, credibility, concern, and physical evidence of services delivered. In higher education, Zeithaml et al. (2017) argue that quality includes not only classroom teaching but also access to academic information, digital administration, and a supportive learning environment. More recent work indicates that digital service quality has become a critical part of students' learning experience, particularly after the expansion of online and technology-enhanced education, since timely responses and reliable platforms increase perceived usefulness and satisfaction (Baskoro et al., 2025).? Other authors emphasize that service quality is ultimately judged by the extent to which expected service and perceived service converge; if institutions consistently meet or exceed expectations, students report higher satisfaction and loyalty (Wyckof in Tjiptono, 2014; Jazuli & Samanhudi, 2020; Apriliana & Sukaris, 2022).

Institutional or program image is commonly defined as the set of impressions, beliefs, and perceptions held by the public about an organization based on their knowledge and experience (Maulyan et al., 2022). Tjiptono (2014) notes that a positive corporate image can soften the impact of minor service failures, while a negative image magnifies even small mistakes, because image acts as a perceptual filter when customers evaluate overall quality. Drawing on Kotler and Keller (2021), studies distinguish between the strength, favorability, and uniqueness of brand associations, arguing that strong, beneficial, and distinctive associations help an educational brand stand out and command preference (Puspitasari et al., 2022; Melmambessy, 2022). rior research also shows that image affects loyalty, price tolerance, and word of mouth: institutions with favorable images can charge premium prices, attract new students more easily, and face higher switching costs for their customers (Simamora in Sumarwan, 2002; Tjiptono, 2022). In the context of higher education, image is often categorized into functional image related to academic reputation and graduate quality, institutional image related to perceived status and networks, and affective image related to students' pride and emotional attachment to the program (Ayudia & Wulandari, 2021).

Student satisfaction is generally understood as an affective response resulting from the comparison between expectations and actual educational experiences (Oliver, 2014). Kotler and Armstrong (2023) maintain that satisfied customers are more likely to remain loyal, recommend the institution, and contribute to a positive reputation, a pattern that has also been observed for students in universities. In higher education research, satisfaction is typically divided into academic satisfaction (content and teaching methods), administrative

satisfaction (ease and clarity of procedures), facility satisfaction (learning infrastructure and technology), and overall satisfaction including the intention to recommend the program to others.

Earlier studies in 2015–2016 examined the effects of product quality, brand image, and price on customer satisfaction and loyalty, showing that core product attributes and perceived brand reputation significantly predict satisfaction levels and repeat patronage. In 2022, the focus shifted toward the influence of price and process on consumer satisfaction, highlighting the role of operational efficiency and perceived fairness of pricing in shaping satisfaction judgments. Subsequent research expanded to specific service contexts: for example, “The Influence of Store Atmosphere and Sales Promotion on Customer Satisfaction and Loyalty in Coffee Shops” demonstrated that experiential elements such as ambience and promotional activities enhance both satisfaction and loyalty (Suryana & Bela, 2015; Suryana & Nurhudawan, 2016; Suryana et al., 2024; Surjono et al., 2024). Another study, “The Effect of Marketing Strategy Implementation and Customer Behavior on Satisfaction, Trust, and Loyalty in Health Insurance,” showed that effective marketing strategies and favorable customer behavior jointly improve satisfaction, trust, and long-term loyalty in the insurance sector. Together, these prior studies indicate a progressive shift from basic product and price determinants toward more complex combinations of service process, atmosphere, image, and strategy in explaining satisfaction. This evolution provides a relevant foundation for analyzing how service quality and program image jointly influence student satisfaction in international and digitalized university programs such as the International Class and E-School at FEB Universitas Pasundan.

RESEARCH METHOD

The research employed a quantitative approach using a survey method to examine the influence of service quality and program image on student satisfaction in the International Class and E-School at the Faculty of Economics and Business, Universitas Pasundan. The population in this study consisted of all students participating in the International Class and E-School programs, while the sample was determined using a non-probability sampling technique with specific inclusion criteria, such as active enrollment status and minimum participation in several program activities. Data were collected through a structured questionnaire developed based on the indicators of service quality, program image, and student satisfaction, using a Likert scale to capture respondents’ perceptions. The instrument was first tested for validity and reliability to ensure that each item accurately measured the intended construct and produced consistent results. The collected data were then analyzed using descriptive statistics to portray students’ responses to each variable and inferential statistics to test the research hypotheses concerning the simultaneous and partial effects of service quality and program image on student satisfaction. Through this design, the study aimed to generate empirical evidence that is generalizable to the target population and to provide a basis for managerial recommendations to improve the quality and competitiveness of the International Class and E-School programs.

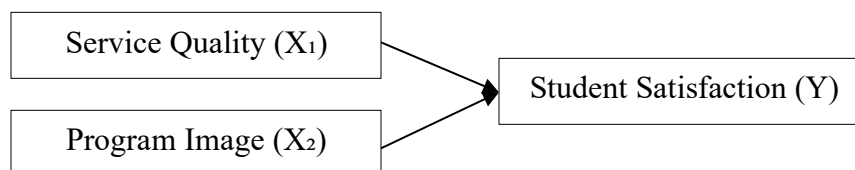
Research Hypothesis

Based on the theoretical and paradigm studies above, the following hypotheses are proposed:

- H1: Service quality has a positive and significant effect on student satisfaction in the International Class Program and the FEB Universitas Pasundan E-School.
- H2: Program image has a positive and significant effect on student satisfaction in the International Class Program and the FEB Universitas Pasundan E-School.
- H3: Service quality and program image simultaneously have a positive and significant effect on student satisfaction in the International Class Program and the FEB Universitas Pasundan E-School.

Research Model

This research paradigm illustrates the relationship between independent and dependent variables. The independent variables in this study are Service Quality (X_1) and Program Image (X_2), while the dependent variable is Student Satisfaction (Y). Theoretically, good service quality will increase student satisfaction because service that meets expectations creates a positive learning experience (Zeithaml et al., 2017). Similarly, a strong program image will strengthen students' perceptions of the institution's value, ultimately increasing satisfaction (Susetyo et al., 2022). The relationship between these variables can be illustrated in the following paradigm:



The image above shows that the quality of service and program image, both partially and simultaneously, influence the satisfaction of students in the International Class and E-School programs at FEB Pasundan University.

RESULTS AND DISCUSSION

Research Results

This research was conducted through a survey of 107 respondents, students of the International Class and E-School program at the Faculty of Economics and Business, Pasundan University, from 2016 to 2023. The questionnaire regarding service quality variables consisted of five dimensions: reliability, responsiveness, assurance, empathy, and tangibles. These five dimensions were broken down into 10 questions posed to students of the International Class and E-School program at the Faculty of Economics and Business, Pasundan University, from 2016 to 2023.

Table 1.
Recapitulation of Consumer Responses Regarding Service Quality

No.	Question	Frequency					Average
		SS	S	KS	TS	STS	
1	The lecture schedule is carried out on time	60	34	10	3	0	4.41
2	Lecture material is delivered consistently using English according to the syllabus.	42	36	21	5	3	4.02

3	Lecturers quickly respond to student questions	57	39	8	2	1	4.39
4	Administrative staff quickly handles students' academic needs.	38	43	19	6	1	4.04
5	Lecturers have good academic competence	57	40	7	1	2	4.39
6	Administrative staff are professional in serving students	44	37	22	2	2	4.11
7	Lecturers understand the difficulties faced by students during lectures	44	42	17	4	0	4.18
8	Lecturers pay attention to each student individually	32	39	27	7	2	3.86
9	Learning facilities in international classes are adequate	31	44	23	6	3	3.88
10	The e-school platform is easy to access and use	43	40	18	2	4	4.08
Average Score							4,14

Source: Data processed (2025)

Based on Table 1, which presents a summary of consumer responses regarding the service quality variable, an average overall score of 4.14 was obtained, indicating a good category. The indicators with the highest scores were the lecture schedule being carried out on time (4.41) and the lecturer's quick response to student questions (4.39), indicating that the aspects of lecturer punctuality and responsiveness were very satisfying to students. In addition, other indicators such as lecturer competence, administrative staff attitudes, and clarity of course material also received good ratings with an average above 4.00. However, the indicator of adequate learning facilities in the international class received the lowest score of 3.88, so it still needs attention for improvement. This indicates that some respondents still feel dissatisfied with the availability of facilities that support the learning process, especially in the international class.

Table 2.
Recapitulation of Consumer Responses Regarding Student Satisfaction

No.	Question	Frequency					Average
		SS	S	KS	TS	STS	
1	I am satisfied with the materials and learning methods provided.	47	45	11	3	1	4.25
2	I feel that lectures have significantly increased my knowledge.	48	48	8	3	0	4.32
3	The academic administration process runs smoothly.	39	44	19	4	1	4.08
4	Academic information is conveyed clearly as needed.	45	46	11	2	3	4.20
5	Classroom facilities and technology support my learning process.	38	38	22	7	2	3.96

6	E-School facilities meet my needs as a student.	41	43	18	2	3	4.09
7	I am satisfied with the overall learning experience in this program.	45	46	11	2	3	4.20
8	I would recommend this program to others.	53	40	12	1	1	4.34
Average Score							4.18

Source: Data processed (2025)

Based on Table 2, regarding the recapitulation of respondents' responses to the student satisfaction variable, the average overall score was 4.18, which is considered good. The indicators with the highest scores were "I would recommend this program to others" (4.34) and "I am satisfied with the learning materials and methods provided" (4.25), indicating that students felt their learning experience was positive and worth sharing with others. Furthermore, the indicator "E-School facilities meet my needs as a student" also received a high score (4.20), indicating that the digital platform has functioned optimally in supporting the academic process.

Table 3.
Estimation of the Correlation Coefficient Magnitude

Coefficient Interval	Relationship Level
0.000 – 0.199	Very Low
0.200 – 0.399	Low
0.400 – 0.599	Currently
0.600 – 0.799	Strong
0.800 – 0.999	Very strong

Source: Sugiyono (2020:184)

Based on the results of the calculations that have been carried out, it can be concluded that the results of the multiple analysis in the model summary table are as follows:

Table 4.
Correlation Matrix

Correlation Matrix			
	X ₁	X ₂	Y
X ₁	1,000		
X ₂	0.832	1,000	
Y	0.902	0.865	1,000

Table 4 above shows the results of multiple regression data processing, namely:

- The relationship between the service quality variable and student satisfaction is included in the very strong category with a coefficient of 0.902.
- The relationship between the program image variable and student satisfaction is included in the very strong category with a coefficient of 0.865.

Table 5.
Partial Determination Coefficient

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
Model		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	-246.633	1152.091		-.214	.831			
	Kualitas Pelayanan	.503	.056	.596	8.920	.000	.903	.658	.331
	Citra Program	.519	.094	.369	5.517	.000	.864	.476	.205

a. Dependent Variable: Kepuasan Mahasiswa

Based on Table 5. above, the partial determination coefficient test value is calculated using the following formula: $K_d = \beta \times \text{zero order} \times 100\%$. The following will clearly explain the path coefficient or partial hypothesis test (t-test) of the influence of service quality and program image on student satisfaction using LISREL 8.7. The following will display the results of data processing:

$$Y = 0.59 \cdot X_1 + 0.37 \cdot X_2, \text{Errorvar.} = 0.14, R^2 = 0.86$$

$$(0.067) (0.067) (0.020)$$

$$8.84 \ 5.55 \ 7.21$$

Based on the equation above, it can be concluded that there is a degree of contribution from the influence of product quality on student satisfaction and the influence of program image on student satisfaction as follows:

- The contribution of the service quality variable to student satisfaction is 0.59. Therefore, the higher the quality of service in a learning program, the greater the contribution to student satisfaction of 0.59.
- The degree of contribution of the program image variable to student satisfaction is 0.37. Therefore, the more well-known a learning program is, the more it will contribute to student satisfaction by 0.37.

The following will clearly explain the path coefficient or simultaneous hypothesis test (f test) of the influence of service quality and program image on student satisfaction using LISREL 8.7, the following will display the results of data processing:

$$Y = 0.59 \cdot X_1 + 0.37 \cdot X_2, \text{Errorvar.} = 0.14, R^2 = 0.86$$

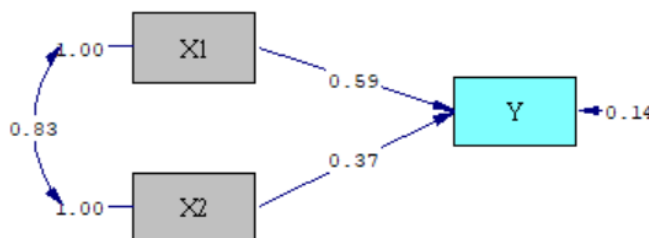
$$(0.067) (0.067) (0.020)$$

$$8.84 \ 5.55 \ 7.21$$

Based on the equation above, it shows that the variables of service quality (X_1) and program image (X_2) simultaneously have a significant effect on student satisfaction (Y). The path coefficient of 0.59 for service quality and 0.37 for program image indicates a positive direction of influence, meaning that the better the service quality and program image, the higher the student satisfaction. The R^2 value = 0.86 indicates that 86% of the variation in

student satisfaction can be explained by service quality and program image, while the remaining 14% is explained by other variables outside the model. With t-count values of 8.84, 5.55, and 7.21 respectively, which are greater than the t-table, it can be concluded that this model is statistically significant.

Thus, the conceptual hypothesis that can be proposed has been tested and accepted, the complete structural model can be described as follows:



Based on the image above, it illustrates the influence of service quality (X_1) and program image (X_2) on student satisfaction (Y) of the International Class and Eschool program, Faculty of Economics and Business, Pasundan University, class of 2016-2023. The image shows the influence of service quality and program image on student satisfaction of 0.860 and the rest is the influence of other factors outside the research model. This mathematical equation can be explained as follows:

$$Y = \beta_{YX_1}X_1 + \beta_{YX_2}X_2 + \epsilon_1$$

$$\text{Customer Satisfaction} = 0.59 + 0.37 + \epsilon_1$$

Student Responses on Service Quality

The results showed that service quality achieved an average score of 4.14, which is considered good. The indicators with the highest scores were the accuracy of lecture schedules (4.41) and lecturers' responsiveness to student questions (4.39). These findings demonstrate that students consider reliability and responsiveness to be the dominant factors in shaping learning satisfaction.

Based on these results, the theory of Parasuraman, Zeithaml, & Berry (1988) in the SERVQUAL model emphasizes five dimensions of service quality, namely reliability refers to the ability of the organizer to provide services as promised and consistently, for example, the accuracy of the lecture schedule and the consistency of lecturers in delivering material according to the learning plan, responsiveness relates to the readiness and speed of lecturers and administrative staff in assisting student needs. The faster the response is given, the higher the assessment of service quality, assurance reflects academic competence, integrity, and the attitude of lecturers and educational staff that can foster a sense of security and trust in students. Empathy, emphasizes personal attention given to students, for example, understanding learning obstacles or individual academic guidance.

Finally, tangible evidence includes classroom facilities, technological resources, and learning support infrastructure, the benefits of which can be directly felt by students. High scores for the reliability and responsiveness aspects demonstrate that students' direct experience in the academic process is the basis for their satisfaction. However, the learning facilities indicator received the lowest score (3.88), indicating a persistent gap between student expectations and actual conditions. This aligns with the findings of Zeithaml et al.

(2017) that tangibles are often a critical factor in assessing service quality at the university level.

Student Responses to Program Image

The program image obtained an average score of 4.32, categorized as very good. The highest indicators were pride in participating in the program (4.43) and student enthusiasm (4.44), indicating students' emotional attachment to the International Class and E-School programs. This proves that affective image plays a significant role in building student loyalty. According to Kotler & Keller (2016), institutional image plays a role as an emotional driver that can influence consumer decisions in the long term. A positive image built through academic reputation, international collaboration, and cross-border learning experiences strengthens FEB Unpas' position in the eyes of students. However, the indicator regarding graduate quality still has a lower score (4.13), so the faculty needs to continue to improve graduate competitiveness to strengthen FEB Unpas' image.

Student Responses on Satisfaction

Student satisfaction averaged 4.18 (good category). The highest indicators were recommendations to others (4.34) and satisfaction with learning materials and methods (4.25). These results indicate that student satisfaction encompasses not only the academic experience but also loyalty through positive word of mouth. This aligns with Oliver's (2014) theory, which explains that satisfaction is emotional, resulting from a comparison between expectations and reality. The findings of this study also support Kotler & Armstrong's (2023) argument that customer satisfaction (in this study, students) has a significant impact on recommendations and long-term loyalty. However, the classroom facilities aspect received a relatively low score (3.96), so improving physical facilities and learning technology remains a strategic need.

The Influence of Service Quality and Program Image on Student Satisfaction

The results of the regression analysis indicate that service quality and program image have a positive and significant effect on student satisfaction, both simultaneously and partially. The coefficient of determination (R^2) value of 0.86 indicates that 86% of the variation in student satisfaction can be explained by service quality and program image, while the remaining 14% is influenced by other factors outside the study. These data results support the results of Tjiptono's (2019) study which stated that consumer satisfaction with educational services is strongly influenced by direct service interactions and perceptions of the institution's image. Service quality proved to be a dominant factor, indicating the importance of consistent academic and administrative services in improving the student experience. Meanwhile, program image acts as a reinforcement that strengthens students' positive perceptions of the faculty. Thus, the faculty needs to formulate an integrated strategy that not only focuses on improving the quality of daily services, but also strengthens the program's image through branding, international collaborations, and publication of alumni successes.

CONCLUSION

The results show that students rate service quality and satisfaction in the International Class and E-School as good, with mean scores of 4.14 and 4.18, and the highest ratings on punctual schedules, responsive lecturers, and willingness to recommend the program, while

learning facilities are relatively weaker. Statistical analysis indicates very strong correlations between service quality and satisfaction (0.902) and between program image and satisfaction (0.865), and a significant model $Y = 0.59X_1 + 0.37X_2 + \varepsilon$ with $R^2 = 0.86$, meaning 86% of satisfaction variance is explained by service quality and program image. The study concludes that both factors positively and significantly affect student satisfaction, with service quality as the dominant driver, so the faculty needs to maintain reliable, responsive services while upgrading physical and digital facilities and strengthening the international image of the programs.

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