

THE INFLUENCE OF ORGANIZATIONAL IDENTIFICATION, REPUTATION, COSTS, AND INFRASTRUCTURE FACTORS ON NEW STUDENT SATISFACTION AT PRIVATE UNIVERSITIES



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Abstract

This study aims to test and analyze the influence of organizational identification factors, university reputation, tuition fees, and infrastructure on the satisfaction of new students who will later recommend private universities. The research method used is quantitative. This study involved 164 respondents from new students of the 2023 batch of the Islamic University of Indonesia. Data were collected through an online questionnaire using a Google form and analyzed using SPSS and PLS-SEM with SmartPLS software. The results of this study state that organizational identification and tuition fees have a positive and significant effect on student satisfaction. However, the university's reputation and infrastructure do not show a direct positive relationship with student satisfaction. In addition, the results of this study also highlight that student satisfaction has a positive and significant effect on their intention to recommend the university to prospective students. This is very important for university management because it shows that efforts to increase organizational identification and set affordable tuition fees, will later encourage them to recommend the university. This study contributes to the enrichment of higher education marketing literature. This study also recommends marketing managers improve the factors that make students satisfied at the university.

Keywords: Organizational Identification, University Reputation, Tuition Fees, Infrastructure, Student Satisfaction, Recommendations

INTRODUCTION

Higher education institutions are growing, competitive businesses, and retention rates in most higher education institutions are a major issue. Competition between higher education institutions in accepting new students continues to encourage universities to adapt to environmental changes and innovate to survive and compete in the path of developing educational services (Purwanti, 2020; Sujono, 2023). Efforts that must be made by universities are to monitor and anticipate trends outside the university, especially the progress of competitors and the needs of prospective students (Nasution & Rapono, 2018).

Student satisfaction has been shown to reflect attitudes of satisfaction or dissatisfaction resulting from the relative evaluation of student expectations of the services provided (Grace et al., 2012; Yousaf et al., 2022). Satisfaction is also seen in various aspects of learning, such as teamwork and collaborative learning processes (Fransen et al., 2011; Ku et al., 2013; Tseng et al., 2009). Student satisfaction with the quality of educational services received is an important indicator of improving the performance of educational institutions (Santini et al., 2017).

Organizational identification is often measured by shared values and goals between individuals and organizations (Reade, 2001). Since university-based education is achieved through the joint efforts of students and university faculty, organizational identification can help align the goals of students, faculty, and institutions. Identification relates to the extent to which students are connected to the institution, which includes its identity, values, and goals (Buil et al., 2019; El Akremi et al., 2018). Students can develop a sense of belonging, identification, and attachment to their organization (Nortvig et al., 2018; Weerasinghe et al., 2017). This process fosters a sense of belonging and unity among members of the organization, in line with its values and goals when the individual's self-concept is aligned with the individual's organization (Akram et al., 2024).

Reputation is built through student experiences with the university (Chen & Esangbedo, 2018), student attraction (Plewa et al., 2016), student selection of the university (Lafuente-Ruiz-de-Sabando et al., 2018), faculty attraction (Christensen & Gornitzka, 2017), knowledge held by stakeholders (Vogler, 2020) both internally and externally (Verčič et al., 2016), and university assessments and rankings (Del-Castillo-Feito et al., 2019).

The perceived cost at the university is a function of the services provided and the prices charged to students (Hasan et al., 2008). According to Masnawati & Darmawan, (2023), costs include all sacrifices made by prospective students before choosing a university after considering factors to fulfill their responsibilities and support daily activities during the lectures. This cost dimension includes the total cost of tuition, costs in the city, and sacrifices of costs that are in accordance with expectations (Tang et al., 2004)

Higher education institutions require various infrastructures to provide quality services to their students. According to Panganiban1 & Madrigal (2020), infrastructure plays a role in facilitating the development of human resources. Facilities are important media that indirectly help students and lecturers in carrying out lectures. Having adequate facilities helps ensure that the program can be implemented without any obstacles (Widiastuti, 2019).

LITERATURE REVIEW

Organization Identification

Often individuals form psychological attachments to their organizations, a phenomenon known as organizational identification (O'Reilly & Chatman, 1986). Ashforth & Mael (1989) stated that organizational identification can occur when individuals feel that they can define themselves, refer to themselves, and enrich their social identity through specific and salient organizational characteristics. Therefore, students are more likely to identify with a higher education institution if they find the university's identity attractive. However, there is no consensus among scholars on whether organizational identification results in student satisfaction, or whether student satisfaction leads to organizational identification (Abdelmaaboud et al., 2021).

HI: Organizational identification has a positive effect on student satisfaction.

University Reputation

Reputation can influence a person's overall impression of a higher education institution and the quality of its education (May, 2005). Brand reputation and customer satisfaction are part of the loyalty principle. Reputation is based on two main foundations, namely service quality and organizational commitment (Simanjuntak et al, 2023). Service

quality is the completeness of the characteristics of a product or service that can satisfy a need. University reputation can increase student satisfaction and student loyalty through two dimensions, namely the perception of the university's reputation as a whole and the perception of the study program's reputation (Thomas, 2011).

H2: University reputation has a positive effect on student satisfaction.

Tuition Fee

Cost is defined as “customer concern” with the quality received rather than the price paid for a product or service (Harvey, 2007; Tellis & Gaeth, 1990). Students’ perceptions of college education determine their overall cost-effectiveness views. Students view cost by considering factors such as the quality of education and the professional skills of the instructors (Neves & Hillman, 2016). Cost plays a major role in decision-making regarding college selection (Guiding & Mcmanus, 2002). The cost of education at higher education institutions varies by type of university.

H3: Tuition fees have a positive effect on student satisfaction.

Infrastructure

It is only right that higher education institutions have adequate infrastructure to ensure effective teaching and learning activities and satisfy students. Educational facilities and infrastructure include disability access rooms, health facilities, classrooms and auditoriums, computer/ICT multimedia rooms, laboratories, libraries, sports facilities, and modern course venues (Wiranto & Slameto, 2021). Haslinda & Raghavan (2018) said that student satisfaction is affirmative because of the availability of sophisticated computer laboratories, sophisticated sports and fitness equipment, and extensive recreational facilities.

H4: Infrastructure has a positive effect on student satisfaction.

Student Satisfaction

Williams (2002) argued that students are end users and feedback on their satisfaction with educational services is invaluable in improving the quality of services provided. This enables institutions to attract and retain high-quality students. Elliott & Shin (2010) stated that the level of student satisfaction indicates the high standards of a higher education institution. Therefore, universities need to consider student input on their satisfaction with

educational facilities. Since student satisfaction with higher education is important, it has attracted attention (Elliott et al., 2001; Elliott & Shin, 2010; Ibom et al., 2023; Lapina et al., 2016; Long et al., 2014; McLeay et al., 2017; Santini et al., 2017; Suwarni et al., 2020; Williams, 2002). Satisfied students can attract new students, who will then recommend the university to their family, friends, and acquaintances (Schertzer & Schertzer, 2004). Billups (2008) found that students who showed high overall satisfaction with their university would feel more likely to choose the same university again and would recommend it to friends.

H5: Student satisfaction has a positive effect on recommendations for higher education institutions.

RESEARCH METHOD

The data collection method in this study uses a quantitative approach, namely by distributing online questionnaires from Google Forms. The sample used was students of the 2023 class of the Islamic University of Indonesia. In sampling, this study used a convenience sampling technique. The sample size is determined by the number of indicators plus the number of latent variables, then multiplied by 5 to achieve the minimum sample target and multiplied by 10 to achieve the maximum sample target (Hair et al, 2013). This study has 25 question indicators and 6 Latin variables ($\alpha = 31$).

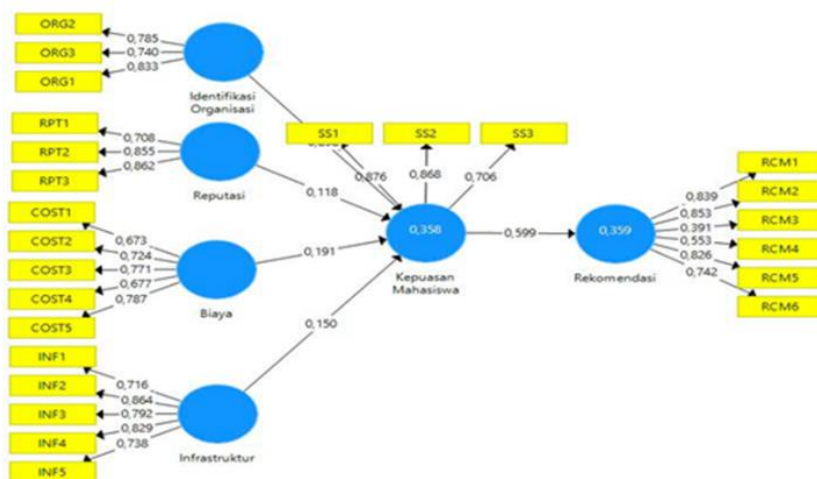


Figure 1.
Outer Model

Source: Processed Primary Data (2024)

Table 1.
Descriptive Analysis of Demographic Variables

Respondent Characteristics	(N)	(%)
Gender		
Man	45	27.4
Woman	119	72.6
Age		
15-20 years	161	98.2
20-25 years	3	1.8
≥ 25 years	0	0
Faculty		
Faculty of Business and Economics	38	23.1
faculty of Law	17	10.3
Faculty of Psychology and Social and Cultural Sciences	30	18.4
Faculty of Industrial Engineering	21	12.8
Faculty of Civil Engineering and Planning	12	7.3
Faculty of Mathematics and Natural Sciences	33	20.2
medical school	6	3.6
Faculty of Islamic Studies	7	4.3
Monthly Pocket Money		
Rp500,000-Rp1,000,000/month	14	8.5
Rp1,000,000-Rp2,000,000/month	62	37.8
Rp2,000,000-Rp3,000,000/month	50	30.4
Rp3,000,000-Rp4,000,000/month	23	14.2
≥ Rp5,000,000/month	15	9.1

Source: Processed Primary Data (2024)

RESULTS AND DISCUSSION

Table 2.
Hypothesis Test Results

Variable Relations	β	T-Statistic	P-Value	Conclusion
ORG → SS	0.292	3,089	0.002	H1 Supported
RPT → SS	0.118	1,505	0.133	H2 Not Supported
COST → SS	0.191	2.267	0.024	H3 Supported
INF → SS	0.150	1,853	0.064	H4 Not Supported
SS → RCM	0.599	8,336	0.000	H5 Supported

Source: Processed Primary Data (2024)

The Influence of Organizational Identification on Student Satisfaction

The results of this study reveal that the organizational identification variable has a positive and significant effect on student satisfaction. This increases student satisfaction along with organizational identification with a sense of belonging and unity during lectures. The results of this study are in line with previous research by Al Hassani & Wilkins, (2022) which stated that organizational identification has a positive effect on student satisfaction. Based on the results of the analysis, many new students at the Islamic University of Indonesia feel proud to be students at the Islamic University of Indonesia, have strong feelings for the Islamic University of Indonesia, and participate in organizational involvement and student activities in this study.

The Influence of University Reputation on Student Satisfaction

The results of this study indicate that there is no influence of the reputation variable on the student satisfaction variable. This means that no matter how good or how good the reputation of the higher education institution is, it will not make students satisfied during their studies. Some students may be influenced by a good reputation, but some only focus on experience. such as the experience of relatives, friends, or from their family. This is supported by previous research by Fatima et al., (2019) which stated that there was no significant influence on student satisfaction. Previous research on student retention in higher education Al Hassani & Wilkins, (2022) contradicts the findings of this study which shows that reputation is an important factor that directly influences student satisfaction. The results of this study do not have a positive and significant effect so it can be said that the high reputation of the university among students does not have the potential to directly increase student satisfaction.

The Influence of Tuition Fees on Student Satisfaction

The cost variable has a positive and significant effect on the student satisfaction variable. This can make student satisfaction higher along with the costs during the lecture. This study contradicts previous findings (Ginting et al, 2014) which reject the relationship between costs and student satisfaction. This study is supported by previous research (Herrmann et al., 2007) costs affect student satisfaction both directly and indirectly. Based

on the results of this analysis, this relationship can be interpreted that the more appropriate the education costs set by the university are in accordance with the services received, the higher the level of student satisfaction.

The Influence of Infrastructure on Student Satisfaction

The results of this study state that the infrastructure variable does not affect the student satisfaction variable. This means that no matter how good the infrastructure is owned by a higher education institution, it cannot make students feel satisfied. This is supported by previous research by Bagyo et al, (2023) which shows that the influence of infrastructure does not affect student satisfaction. Thus, this fourth hypothesis is rejected. Each student has different priorities in determining satisfaction. Although infrastructure is important, other factors such as organizational identification, recommendations, service quality, and social atmosphere may have a greater impact on their satisfaction. The results of this study contradict previous findings on the quality of service by Muramallaa & Alqahtanib, (2019) which showed that there was a significant influence of infrastructure on student satisfaction. However, these results are in line with the findings of the study (Cahyoadi et al., 2018). The results of this study do not have a positive and significant effect, so it can be said that good university infrastructure among students does not have the potential to directly increase student satisfaction.

The Influence of Student Satisfaction on Recommendations

The student satisfaction variable is believed to have a significant positive influence on the recommendation variable. The results of this study are supported by previous research by Schertzer & Schertzer, (2004) that students who feel satisfied are more likely to attract new prospective students and recommend their university to family, acquaintances, or friends. Based on the results of this analysis, the recommendations offered from the level of student satisfaction will later provide confidence to prospective students in the college they choose.

CONCLUSION

This study concluded that only three hypotheses were accepted, while the other two hypotheses were rejected. Universities need to focus on student satisfaction factors and improve the quality of services provided to them. Student satisfaction with university services will increase their loyalty, which will ultimately encourage them to recommend the university to their families, relatives, or friends. In addition, universities also need to consider feedback from students to continuously improve and adjust services according to their needs and expectations. Thus, universities can create a more conducive learning environment and support students' academic achievement and personal development.

The limitation of this study is that it only focuses on one group of objects, namely the 2023 batch of students at the Islamic University of Indonesia. Due to this limitation, to broaden the picture and applicability of research results, future research can consider involving various groups of students from different years or other universities. By involving a wider variety of objects, it will be possible to gain a more comprehensive perspective on the phenomena studied, as well as increase the generalization of research results in the context of higher education.

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