

THE EFFECT OF SERVICE QUALITY, IMAGE SCHOOLS AND PROFESSIONALISM OF TEACHER TOWARD LOYALTY THROUGH STUDENT SATISFACTION IN THE STATE HIGH SCHOOL ACCREDITED A+ IN MAKASSAR

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Abstract: The purpose of this study was to examine the effect of service quality, school image and teacher professionalism on student loyalty, as well as to examine the effect of service quality on student loyalty through student satisfaction, to examine the effect of school image on student loyalty through student satisfaction and to examine the effect of teacher professionalism on student loyalty. Student loyalty through student satisfaction at an A + accredited high school in the city of Makassar. To implement this objective, data collection techniques are used through questionnaires, using the data analysis technique is SEM. The results showed that service quality had no significant effect on student loyalty, school image had a positive and significant effect on student loyalty, teacher professionalism had a significant effect on student loyalty. Service quality has a significant effect on student satisfaction which has an impact on student loyalty. Student satisfaction can mediate the effect of school image on student loyalty. Teacher professionalism has an effect on student satisfaction which has an impact on student loyalty at A + accredited SMA in the city of Makassar.

Keywords: service quality, school image, teacher professionalism, student satisfaction and student loyalty.

1. INTRODUCTION

The national education system is an integrated whole component of education in achieving the goals of national education. The success of implementing national education is determined by the existence of schools. The school's function is to provide students with the knowledge, skills and abilities needed so that they can have full capital in the future and channel their provisions and potential. The school's function is not only to play a role in providing teaching and education to students, but schools also need to provide services to people who need educational services. The success of schools in providing services to students is largely determined by student satisfaction (i) after participating in the teaching and learning process at school.

The dimension of assurance in school services is important, because it can increase student satisfaction. Tjiptono (2014: 282) states that assurance includes the knowledge, competence, politeness and trustworthiness of staff, provides security to consumers, so that school guarantees can provide protection to students during the teaching and learning process in schools because it is part of the can increase student satisfaction.

Research conducted by Yudianto and Trisnowati (2014) found that there was a significant influence between assurance on the satisfaction of high school students, in the sense that the assurance aspect in educational services would increase

student satisfaction. Poniman and Kusmardi (2011), the results of the study found that assurance has a significant effect on student satisfaction at SMK. Kusumahati (2012), the results show that there is an effect of assurance on student satisfaction at SMK. So that the results of previous research indicate that assurance (assurance) affects student satisfaction in school.

Based on the results of previous research, it can be said that the dimensions of service (reliability, responsiveness, assurance, empathy and physical evidence) affect student satisfaction. Then in the process of implementing education by each school, student satisfaction is not only determined by the quality of service but also the image of the school. Jasfar (2009: 184) provides a limit as a representation of the assessment of consumers, both potential and related to the company. So that the image of the school or the good name of a well-known organization will increase customer satisfaction, while Khusaeni (2016) states that the image of the school is interpreted as a way for schools to show themselves to users of educational services including students, guardians of students, society, government and the business world.

The success of schools in the provision of education is not only determined by the quality of service and the image of the school on student satisfaction and loyalty but also supported by the function and role of teachers. According to Wahyudi (2014: 1) that teachers or educators are the spearhead of education, because teachers play an important role in education and curriculum implementation, so that with the importance of the function and role of teachers in education, it is strongly supported by the existence of professional teachers in carrying out their duties. and responsibilities as educators.

Sukri (2006) found that learning services and teacher professionalism had an effect on student satisfaction. Meanwhile, Panjaitan (2013) found that teacher competence has a positive and significant effect on student satisfaction. Furthermore, Isnaini, et al., (2016) found that there was a significant influence between lecturer competence and learning facilities on student satisfaction. So from several previous studies, it can be concluded that teacher professionalism affects student satisfaction, which means that the higher the teacher's professionalism will affect student satisfaction.

Then in previous research, where many researchers tested student satisfaction as an endogenous variable. Meanwhile, research conducted by researchers is to analyze satisfaction as a mediating variable. This is based on research conducted by Radja (2013), the results of the study found that student satisfaction has a positive and significant effect on student loyalty. This means that the higher the quality of service supported by teacher professionalism will affect student satisfaction which can lead to student loyalty.

Based on the theoretical gap and previous research, this research is focused on several A + accredited public high schools in the city of Makassar. The survey results in several schools in the State Senior High School accredited A + in the city of Makassar, the problem that has occurred so far is that there is still frequent student dissatisfaction with the services provided by the school. This can be seen from the number of school teachers who are less responsive in providing services to students. In addition, the attitude (empathy) of the teacher in giving different attention between students who excel and students who are not achieving. So that the phenomenon that occurs from the results of a survey conducted at several A +-accredited Public Senior High Schools so far is that the physical evidence available in the teaching and learning process has often not provided the satisfaction felt by students who study at A + accredited Public Senior High Schools in the city of Makassar, resulting in the number of students who enter the A + accredited State Senior High School in Makassar decreased.

2. LITERATURE REVIEW

Service quality

Service companies are increasingly realizing that the role of consumers is very important in determining the future of their company. Therefore, service companies need to know that each customer has different views or perceptions about services or services. By understanding the hopes and desires of consumers in terms of services or services, there will be added value for the company (Wijaya, 2011: 3).

Increasing competition in the business world that is both profit and non-profit oriented has made the elements of service provided increasingly important, both in the manufacturing and service sectors. Running services that satisfy customers and quality services is indeed difficult, but once a company has an advantage in this field it will be difficult for its competitors to break (Wijaya, 2011: 2)

All resources involved in the company must be instructed and reminded that the real boss is the customer (customer is the real boss). However, what must be remembered and no less important is that services must be in a win-win situation, both for those who serve and those who are served (Wijaya, 2011: 2). Tjiptono and Chandra (2016: 163) suggest that the measurement of service quality in the SERVQUAL model is based on a multi-item scale designed to measure customer expectations and perceptions, as well as the gap between them on five main dimensions of service quality consisting of: reliability, responsiveness, assurance, empathy and physical evidence.

School Image

The image of a school is a strong impression attached to a person, group of people or about an institution, the image of the school in this case can be differentiated into the image of a superior and non-superior school where the definition of a school that has an image as a superior school gives rise to the concept of the definition of a superior school (Caldwell and Harris, 2008: 2). Image is rooted in: the concrete values given individually and constitutes a view or persuasion, and the accumulation process of these individuals will experience a process sooner or later to form a broader and more abstract public opinion, which is often called an image. or image. Ruslan (2008: 63)

A good school image is the image of the school according to the expectations of the school leader or educational brand manager, which is usually known as positioning. Positioning can be in the form of perceptual expectations of schools, educational brands, or educational service products. The image of this school must be formed by educational service marketers proactively through integrated and systematic marketing communication of educational services, not formed passively (Wijaya, 2016: 64).

Teacher professionalism

Teacher is a profession, which means a position that requires special expertise as a teacher and is not carried out by just anyone outside the field of education. Even though in reality there are still these things outside the field of education. (Uno, 2016: 15).

Teacher professionalism is the condition, direction, value, purpose and quality of an expertise and authority in the field of education and teaching related to the work of a person who becomes a livelihood. Meanwhile, professional teachers are teachers who have the competencies required to carry out educational and teaching tasks. Or in other words, the definition of a professional teacher is a person who has special abilities and expertise in the field of teacher training so that he is able to carry out his duties and functions as a teacher with maximum ability. Professional teachers are people who are well educated and trained, and have rich experience in their fields (Kunandar, 2010: 47)

Yamin (2007: 14) explains that professional criteria include: (1) wages, (2) having knowledge and skills, (3) having a sense of responsibility and purpose, (4) prioritizing service, (5) having unity, (6) get recognition from others for the work they do.

Customer loyalty

The competitive situation in the current millennium is getting tougher, and companies that can survive are companies that have the ability to increase customer loyalty on an ongoing basis, which is the key to the company's competitive advantage. Therefore, the dimensions of customer satisfaction, efficiency, market share, market research, customer loyalty, customer retention, zero defections, and customer lifelong must be the focus of company attention (Hasan, 2014: 120).

Brand loyalty is obtained because of a combination of satisfaction and complaints. Meanwhile, customer satisfaction comes from how much the company's performance is to cause this satisfaction by minimizing complaints so that long-term purchases made by consumers are obtained. The indicators of this variable according to Tjiptono (2014: 392), namely: Repeat, Retention, and Referral.

Customer Satisfaction Concept

Satisfaction comes from the Latin "satis" (meaning good enough, adequate) and "facio" (doing or making). Satisfaction can be defined as "an effort to fulfill something" or "making something adequate" (Tjiptono, 2014: 353).

Student satisfaction has a very close relationship with student expectations of the quality of service offered by the school. Wijaya (2011: 74) states that student satisfaction is not determined solely by student teaching and learning experiences, but is also determined by their overall experience as customers of the school. The most influential factors in determining

student satisfaction with their school include the quality of educators, the quality of schools and the availability of resources and the effective use of technology.

Conceptual Framework

Based on the empirical theory that has been stated previously, a conceptual research framework will be presented which can be described as follows:

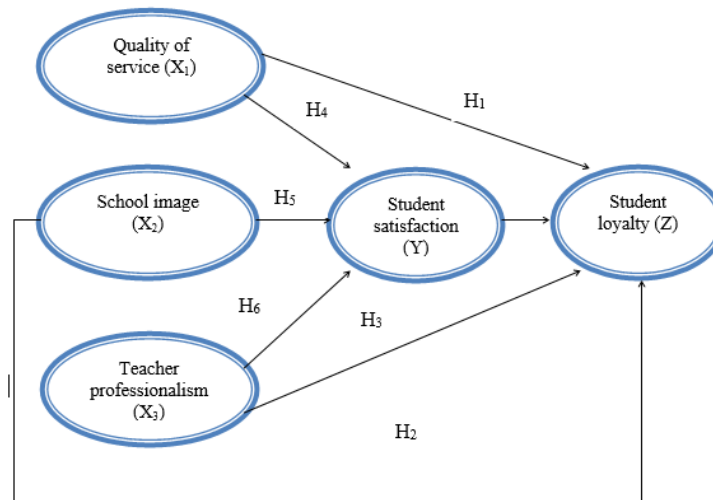


Figure 1

3. RESEARCH METHODS

The design used in this study is a quantitative method. The quantitative method is called the positivistic method, because it is related to the positivism philosophy. The place of this research is an A + accredited State Senior High School located in the city of Makassar. While the time of this study was from June 2017 to December 2017. The population in this study were all students at A + Accredited Public High Schools in Makassar City. Based on data obtained at the Makassar City Education Office, the number of A + Accredited Public Senior High Schools in Makassar is 5 schools. The research sample was 336 students. Based on the operational definition of this research variable, the next step is to determine the research instrument. So that the instrument used in this study is the Likert scale. The methods of processing and analyzing data in this study are: (1) Analysis of the description of research variables is an analysis carried out to provide an overview of student perceptions related to service quality, school image and teacher professionalism at A + accredited Public Senior High Schools in the city of Makassar, and (2) Inferential statistical analysis used in this study is to approach the structural equation model (SEM).

4. RESEARCH RESULT

1. The effect of service quality on student loyalty at A + accredited SMA in the city of Makassar

The results of this study indicate that service quality has no significant effect on student loyalty. It can be indicated that the quality of service performed by every A + accredited State Senior High School in the city of Makassar has not been able to have an effect on increasing student loyalty. Where from the results of distributing questionnaires to a number of students at an A + accredited State Senior High School in the city of Makassar, seen from the dimension of service quality, which is related to the reliability of school administrative personnel where there are still students who perceive that there are still students who are not satisfied with the reliability of school administrative personnel in providing services. to students, apart from being viewed from the aspect of response (responsiveness), where students perceive teachers and school administrative personnel are still considered slow in helping students related to the learning process in class.

The theory put forward by Kotler (2012) states that the better the form of service that is supported by a high level of satisfaction, the more loyalty it will be to consumers. So that the opinion expressed by Kotler (2012) is not in accordance with the opinion expressed by Kotler because the findings of researchers only found that service quality has an effect on loyalty through student satisfaction.

The results of research conducted by Radja (2013) found that the quality of services provided by students indirectly increased student loyalty. Research conducted by Nurendah (2016) found that any improvement in service quality can increase student satisfaction and loyalty. Likewise, research conducted by Sari (2012) found that service quality affects student satisfaction and loyalty. So that from the results of previous studies it can be concluded that it is not in line with research conducted by Radja (2013), Nurendah (2013) and Sari (2012).

2. The influence of school image on student satisfaction on student loyalty at A + accredited SMA in the city of Makassar

The results of the assessment of the effect of school image on student satisfaction and loyalty at A + accredited SMA in Makassar city. The findings of this study found that the image of the school has a positive and significant effect on student loyalty at the A + accredited SMA in the city of Makassar. It can be said that the image of the school can have a significant influence in increasing student satisfaction at the A + accredited SMA in the city of Makassar.

The findings of this study are in accordance with the opinion expressed by Zetihmal in Fahrurrozi (2014) that positive comments about the image of the school will provide recommendations for other people to use school services. This is consistent with what researchers found that a high school image will have a positive impact on student loyalty.

Research conducted by Qomariah (2012) found that the image of an agency did not have a significant effect on student loyalty. Meanwhile, Habibah and Bayu (2016) found that the image of the school has a strong relationship with student loyalty. Likewise with research conducted by Khusaeni (2016), the results of the study found that the image of the school has a direct effect on student loyalty. So that this research supports the research conducted by Habibah and Bayu (2016) and Khusaeni (2014) and does not support the research conducted by Qomariah (2012).

3. The effect of teacher professionalism on student loyalty at A + accredited SMA in the city of Makassar

The results of the analysis of research on the effect of teacher professionalism on student loyalty at A + accredited SMA in the city of Makassar, which in this study obtained the findings that teacher professionalism can influence in increasing student loyalty at A + accredited SMA in the city of Makassar. In other words, it can be said that teacher professionalism has a significant effect on increasing student loyalty at A + accredited SMA in the city of Makassar.

The findings obtained by researchers are in accordance with the theory put forward by Wijaya (2016) where from his opinion that professional teachers in the field of subject matter being taught will increase loyal students to take part in the learning process in the classroom. This is in accordance with what was found by researchers that professional teachers from each school will have a significant impact on student loyalty, which is seen from the results of previous studies, namely Sukri (2006), which is also in line with researchers.

4. The effect of student satisfaction on student loyalty

Based on the results of data analysis in this study, it shows that high student satisfaction in the learning process in class will increase student loyalty. So that these findings can be said that student satisfaction at the A + Accredited Public High School in the city of Makassar can have a significant impact in increasing student loyalty.

The theory put forward by Hasan (2014) which states that a big challenge for every organization is to make breakthroughs in order to increase customer satisfaction consistently. True customer satisfaction is satisfaction that continues to be customer loyalty. So that the theory put forward by Hasan (2014) is in accordance with what was found by researchers that student satisfaction can have a significant effect in increasing student loyalty.

Then seen from previous research, namely Djajadi (2013) that student satisfaction does not have a significant effect on student loyalty. Meanwhile, research by Nurendah (2013) found that student satisfaction affects student loyalty, so this research is in line with the research conducted by Nurendah (2013) and rejects the research conducted by Djajadi (2013).

5. The effect of service quality on student loyalty through student satisfaction

The results of this research data analysis obtained empirical findings that service quality has a positive and significant effect on student satisfaction and loyalty. It can be said that every service quality that is owned by students during the learning process at the A + accredited SMA in the city of Makassar and can affect student loyalty through student satisfaction.

The theory put forward by Wijaya (2016) states that customer satisfaction in education services is measured by the gap between expectations and customer perceptions of the services received. There are many benefits that will be received if the school creates customer satisfaction in education services where customer satisfaction in education services will increase the loyalty of customers in education services. From the theory put forward by Wijaya (2016) which is in accordance with the findings obtained in this study, good service quality will increase student loyalty through student satisfaction.

The results of research by Winahyuningsih and Edris (2012), Fikri, et al., (2016), Hilmawan and Suryani (2013) are also in accordance with the findings in this study that service quality affects student satisfaction and student loyalty. Research conducted by Nurendah (2013) which found that service quality has a significant effect on student satisfaction and has an impact on student loyalty. Meanwhile, Radja (2013) found that service quality has a positive and significant effect on student satisfaction and service quality has no indirect effect on loyalty. So that in this study it supports the research conducted by Nurendah (2013) and does not support the research conducted by Radja (2013).

6. The influence of school image on student loyalty through student satisfaction at the A + accredited SMA in the city of Makassar

The results of the analysis regarding the effect of school image on student loyalty through student satisfaction at the A + accredited SMA in the city of Makassar. The finding in this study is that the image of the school has a significant effect on student loyalty in the A + accredited SMA in Makassar city. This means that student satisfaction can mediate the effect of school image on student loyalty, and school image has a direct effect on student loyalty.

The results of the research found by researchers through the process of distributing questionnaires are in accordance with those proposed by Sitorus and Suwarno (2016) and are also supported by Faturrahman's research that school image has a positive and significant effect on student satisfaction and student loyalty. Thus in this study accept the research hypothesis.

7. The influence of teacher professionalism on student loyalty through student satisfaction at the A + accredited SMA in the city of Makassar

The results of the analysis in this study obtained empirical findings that teacher professionalism affects student loyalty through student satisfaction. It can be said that the professionalism of teachers possessed by each teacher in the teaching and learning process at the A + accredited Public Senior High School in the city of Makassar can provide satisfaction to students so that in turn it will affect the increase in student loyalty, especially at A + accredited SMA in Makassar city. So it can be said that student satisfaction can mediate the effect of teacher professionalism on student loyalty at A + accredited SMA in the city of Makassar.

The opinion expressed by Fathurrahman and Suryani (2012) is that a professional teacher if he can carry out functions in a professional manner which has characteristics, among others, in the field of teacher theory and practice. Whereas research by Sitorus and Suwarno (2015) states that professional teachers have an effect on student loyalty, so the findings of this study are in accordance with the opinion expressed by Fathurrohman and Suryana (2012) and in accordance with the research of Sitorus and Suwarno (2015).

5. CONCLUSION

Based on the results of the analysis and discussion of the research results, several conclusions can be presented, namely:

1. The direct effect of service quality on student loyalty has a positive and significant effect on student loyalty. This indicates that schools that provide quality service to students will be able to increase student loyalty to carry out the learning process at an A + accredited SMA in the city of Makassar.
2. The direct effect of school image on student loyalty has a positive and significant effect on student loyalty. It can be indicated that the higher the image of an A + accredited State Senior High School in the city of Makassar, it will increase student loyalty.
3. The direct effect of teacher professionalism on student loyalty. The results of this study can be said that the higher the professionalism of the teacher in carrying out the learning process, the higher the student's loyalty in participating in the learning process at the A + accredited SMA in the city of Makassar.

4. The direct effect of student satisfaction on student loyalty has a positive and significant effect. It can be indicated that the higher the satisfaction felt by students during the learning process at school, the higher student loyalty.
5. The indirect effect of service quality on student loyalty through student satisfaction has a significant effect. It can be said that the quality of service that is done well will cause a feeling of satisfaction so that it has an impact on students to take part in the learning process at an A + accredited Public High School in the city of Makassar.
6. The indirect effect of school image on student loyalty through student satisfaction has a positive and significant effect. It can be indicated that the higher the image of the school, the higher the satisfaction felt by students so that it has an impact on student loyalty to A + accredited public high school in Makassar city.
7. The indirect effect of teacher professionalism on student loyalty through student satisfaction has a positive and significant effect. This can be indicated that the more professionalism the teacher is in carrying out the learning process, the student's satisfaction will increase so that it has an impact on increasing student loyalty at A + accredited SMA in the city of Makassar.

6. SUGGESTIONS

The suggestions that can be given in connection with the results of this study are as follows:

1. The need for an A + accredited State Senior High School in the city of Makassar to provide more services to students, namely by increasing the reliability of school administration personnel in providing services to students.
2. It is suggested that in increasing student satisfaction and loyalty, it is necessary for every principal and all teachers or school administration staff to always care about the complaints of students who are taking part in the learning process at school.
3. The need for every teacher who acts as a teacher at school to always provide learning materials and methods that can understand the content of the material being taught to students.
4. It is suggested to further increase student satisfaction, it is necessary for the school to maintain or improve the learning process carried out so far so that student satisfaction can be further improved.
5. The need for schools to always pay attention to student satisfaction by increasing attention to students when having problems in implementing the learning process at school.

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