

Measuring The Quality of Learning Services in Relation to Students' Loyalty Towards Learning Quality The Teacher Profession Education Program

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Abstract- This study aims to test the model of whether there is a direct influence of academic and non-academic service quality on loyalty through student satisfaction as a mediating variable of Teacher Profession Program students in Widya Dharma University (PPG Unwidha). Service quality is measured using Service Quality. The research design uses a multivariate quantitative method. The hypothesis is formulated using a test of the influence of independent variables and the influence of intervening variables. The research population is all Teacher Profession Education (PPG) students of Unwidha who have received learning services. The sampling technique for respondents is through purposive sampling of 120 PPG students in the Faculty of Teacher Training and Education of Unwidha. Confirmation of the quality of higher education services consisting: (a) learning structure, in the form of physical learning facilities, the ability of lecturers and educational staff involved, (b) process, including all academic administration activities, the quality of mid-semester exam activities, the quality of final exam activities, the quality of practicums and the concern of educational staff for problems that arise in students (c) learning outcomes, including student evaluation of the benefits of the learning model applied by lecturers to students. The test results obtained the conclusion that the academic service quality dimension has a dominant influence and there is an influence of intervening variables on student loyalty. This finding spurs the PPG program at Unwidha to continue to improve service quality. Increasing the quality of learning services will lead to the creation of competitive advantage and loyalty to the Unwidha PPG institution in the future.

Keywords: learning quality, loyalty, services, mediation, PPG

I. INTRODUCTION

The global health crisis over the past two years with the Covid-19 pandemic has changed the learning model in all areas of education. The internet, network learning technology, information technology and computers

with all their advantages and disadvantages have become the main learning media. Student behavior and attitudes have changed completely. The attitude and approach of lecturers in providing learning materials must change (Argaheni, 2020).

Fundamental changes not only occur in how lecturers carry out the teaching and learning process but also in what lecturers teach and what students can learn. Lecturers and students must be in tune in setting targets for achieving knowledge, skills and attitudes that must be developed. With limited time and intensity compared to face-to-face learning, lecturers must sort out the main material that is a priority to be delivered to students. Stakeholders must be able to rearrange the curriculum, learning achievement targets according to academic and non-academic learning conditions after the Covid-19 pandemic. Therefore, all parties must be able to adapt to the new normal era in the future (Pranoto, 2020).

It is a concern for all parties if with limited time and intensity lecturers cut the curriculum content and learning outcomes in the pandemic period. Curriculum content cuts in pandemic period reduce the quality of learning content and output quality and reduce the quality of services in all aspects, both academic and non-academic, which can lead to decreased student satisfaction and loyalty (Novinfar *et al.*, 2011).

Efforts to spur Higher Education to continue to achieve excellence in the quality of PPG programs need to be continuously carried out. The implementation of a quality management system is attempted through a process approach that emphasizes several criteria, including a) meeting all requirements, the need to always consider the process in producing added value, b) obtaining effective process performance results and making continuous improvements based on clear measurements (Rangkuti, 2013).

Private Universities are currently facing major challenges in providing higher education services. The current era of globalization allows the opening of operational permits for branches of foreign universities in Indonesia through a combination of modern academic and non-academic learning models, both online and

offline. This is a real challenge that must be faced. The front line of university units, namely lecturers and education staff, are faced with difficult choices. On the one hand, higher education institutions are required to provide quality, fair and equitable education services, on the other hand, a total adjustment is needed to the online learning model which requires infrastructure readiness and requires large capital investment. Increasing education costs in the current conditions of declining purchasing power of the community, the decline in the Indonesian middle class with signs of recession starting to appear in 2025, making stakeholder demands for comprehensive improvements in the quality of higher education services, this is a necessity (Rangkuti, 2013).

Several Private Universities in Indonesia currently have different qualities from each other regarding the readiness of learning infrastructure. This readiness has given rise to Universities that are able to implement learning through a full online model and some through the blended learning model stage (Setiawan, Mardapi and Pratama, 2019).

Currently, The Unwidha PPG Program has been trusted by the Government of the Republic of Indonesia for the past two years to implement two programs, namely PPG for certain teachers and PPG for prospective teachers with a total of approximately 3000 students each year. The high level of trust from the Government through the allocation of the number of students taking lectures provides evidence of the quality of excellent learning that has been implemented for PPG students at Widya Dharma University. In the Teacher Education Program of Widya Dharma University, there are still obstacles to the quality of service, both academic and non-academic aspects, as well as the discipline of academic staff lecturers in carrying out the teaching and learning process. From the background description above, a fundamental question arises "Have PPG students at Unwidha been loyal and satisfied with the quality of academic and non-academic learning and what strategies can the PPG academic community do to be able to present quality learning in the new normal era?"

Service Quality Model Concept

Research to measure service quality, satisfaction and loyalty with the emergence of gaps

in expectations with the reality of the services provided has been studied by (Parasuraman, Berry and Zeithaml, 1998) through measuring the difference between expectation service and perceived service. Dimensions in Service Quality include five categories. The five categories of educational service quality dimensions can be in the form of *physical evidence*, this dimension includes physical facilities for learning: lecture buildings, room air conditioning facilities, learning equipment both hardware and software, learning LCDs, physical appearance of lecturers and education personnel, online learning communication facilities along with bandwidth capacity for internet access. *Reliability*, this dimension measures the ability of lecturers and education personnel to provide services immediately, accurately and satisfactorily. *Responsiveness*, this dimension measures lecturers and education personnel in helping students and responding immediately to provide satisfactory services. *Assurance*, this dimension measures the knowledge, ability, politeness and nature of lecturers and education personnel can be trusted and free from doubt. *Empathy*, this dimension measures the ease of lecturers in establishing relationships with students, good communication, personal attention and sincerely understanding the student needs. This dimension can be done as an analogy, for example, the manager of a higher education service institution acts as a student or party who needs the service.

The Servqual concept is based on a model called the Conceptual Model of Service Quality, which measures the gaps that may arise. Among the five gaps, the last gap between the expectations of users of higher education service institutions and the reality provided by the institution is the starting point for the first quality improvement activity. Furthermore, improvements are made to the next gap value (Parasuraman, Berry and Zeithaml, 1998).

Research measuring the quality of Higher Education services using the Servqual model has been conducted by several researchers in recent years, including (Abili, Narenji Thani and Afarinandehbin, 2012), (Kanakana, 2014) and (Sweis *et al.*, 2016) but obtained several inconsistent findings. (Abili, Narenji Thani and Afarinandehbin, 2012) stated

that the most important dimension is responsiveness, which has the largest gap felt by students. (Calvo-Porral, Levy-Mangin and Novo-Corti, 2013) stated that the dimensions that have the greatest impact on service quality are empathy and tangibles. (Kanakana, 2014) stated that the tangibles and empathy dimensions have the greatest impact on the quality of service perceived by students. (Rezaei, *et al.*, 2017) stated that the most important dimensions are assurance and tangible. (Sweis *et al.*, 2016) explained that the emphasis of the Servqual dimensions still needs to be combined with several dimensions of research findings, and this model is still relevant as a reference in the future.

Several studies obtained conceptual findings to measure service quality, loyalty of Higher Education institutions using the Servqual scale can be used in several activities. The question instrument in the loyalty service quality variable can be adapted according to the application and research objectives to be achieved.

(Hennig-Thurau, Langer and Hansen, 2001) studied student confirmation of the quality of Higher Education services consisting of several aspects, including: (a) learning structure, in the form of physical learning facilities, the ability of lecturers and educational staff involved, (b) process, including all academic administration activities, the quality of mid-semester exam activities, the quality of final exam activities, the quality of practicums and the concern of educational staff for problems that arise in students (c) learning outcomes, including student evaluation of the benefits of the learning model applied by lecturers to students to face the challenges of competition in the future.

The concept of blended learning is a modern learning concept where the best elements of online-offline learning are combined related to flexibility and accessibility. There are the best elements of classroom learning in the blended concept, such as the lively atmosphere, synchronous and dynamic interactions in online, face-to-face learning (Kemendikbud, 2019).

The success of blended learning has several main criteria that must be carried out by lecturers in order to be successful, including the readiness of system facilities and mature planning, complete and interesting content development for students, and periodic evaluations related to the

learning process (Setiawan, Mardapi and Pratama, 2019). The selection of the model used depends on the readiness of human resource competition, the readiness of learning infrastructure, both software and hardware owned by each Higher Education institution.

Service quality is very important for higher education institutions. As an organizational entity, Higher Education must prioritize excellent service quality towards loyalty as a form of management responsibility towards stakeholders. With the quality of educational services and loyalty that are getting better in the midst of increasingly fierce competition, students are expected to be able to evaluate the reputation of the Higher Education Institution concerned. A good reputation will bring the University to have loyal alumni and lead to its continued existence for a long time (Martono, 2021).

Based on previous research studies, researchers tried to formulate the Servqual and loyalty models in the case of higher education services of PPG Unwidha by modifying statements on five aspects of academic and non-academic learning. By knowing the biggest gap in research findings, improvements to the online PPG learning system at Unwidha can be made immediately. The estuary of quality improvement will increase student satisfaction, competitive excellence and competence, and loyalty of PPG Unwidha students compared to competitors. All of this can make PPG Unwidha have the best higher education institution governance system in the national arena.

2.METHODS

Research Data Collection Methods

The purpose of this research is to examine whether the dependent variable of PPG student loyalty is directly influenced by two independent variables in the form of academic service quality and non-academic service quality with student satisfaction as a mediating variable. The output of research activities in the next stage is in the form of a significant impact of the model on satisfaction and loyalty which can be used as a reference for developing a quality model of learning for excellent PPG Programs in the future.

The dependent variable attribute of

loyalty is measured using an interval scale and adapting indicators that have been developed. (Yuhanis and Nyen, 2012) with adjustments: recommending prospective students to enter the Unwidha education program, assisting the PPG program and continuing studies in the Unwidha S2 program. Servqual-based academic service quality attributes are measured through attributes developed by (Alemu, 2023). Satisfaction attributes are adapted from items developed by (Li, 2013).

(Singarimbun and Effendi, 1985) explained that the survey method was carried out by distributing questionnaires directly, both offline and through Google-form media, to students of PPG Unwidha. The target respondents were 100 questionnaires. The sampling technique was carried out by purposive sampling. Model analysis was carried out through model validity and reliability tests, confirmatory factor analysis through multivariate correlation regression tests using the AMOS 21 program (Ferdinand, 2014).

3.RESULT AND DISCUSSION

Respondent Characteristics

Respondent characteristics are used to see the profile of respondents in the research.

1. Respondents' Gender

The distribution of respondents in the PPG program of Widya Dharma University is that from 100 students as a source of research data 70 percent is women and 30 percent is men. The results of this observation showed that majority of students interested in enrolling in PPG were female. Teaching is considered as desirable profession for women.

2. Respondents' Domicile

74 percent of respondents lives in the Klaten Regency area, 21 percent lives outside Klaten Regency that is still in Central Java Province and 5 percent lives outside Central Java Province. This can be concluded that the PPG Program of Widya Dharma University is in demand by students from the Klaten Regency area.

Research Instrument Test

Validity Test

Validity testing is carried out to determine the validity of the questionnaire in measuring what should be measured. In this study, validity was assessed using Average Variance Extract (AVE)

based on CFA (Hair *et al.*, 2020). The variance extract value according to the panel agreement is acceptable if it is above or equal to 0.50. The results of the validity test of the academic quality variable obtained a variance extract of 0.64, non-academic quality 0.72, satisfaction 0.73 and loyalty 0.55. The results of the validity test show that the variance extract value for all research variables can meet the required criteria. This shows that the amount of variance from the indicators extracted by the construct is able to measure what should be measured.

Reliability Test

Reliability testing aims to test how far a measuring instrument can be relied on or trusted. It can also be interpreted as the extent to which a measuring instrument can provide relatively the same results if repeated measurements are taken on different objects (Hair *et al.*, 2020). In this research, the reliability test uses the reliability construct value. The minimum reliability value of the latent variable forming indicators that can be accepted by the panel is 0.70. The results of the reliability test of the academic quality variable obtained a value of 0.88, non-academic quality 0.77 satisfaction 0.75 and loyalty 0.92. The results of the research reliability test show that the reliability construct value for each latent variable is above or equal to 0.7. This finding can be concluded that the measuring instrument for each latent variable is reliable. Based on the exposure of the activity test, all questionnaire items were stated to be reliable. This primary test proves that the questionnaire can be tested repeatedly at different times to provide the same or consistent results.

Data Analysis

The framework of the research model and feasibility test based on mediating variables through multivariate tests is described in this study figure 1 below:

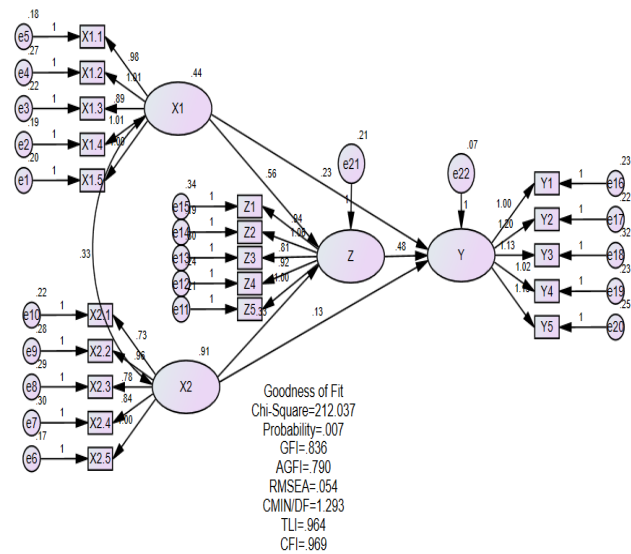


Figure 1. Model framework

The results of the SEM model feasibility test are described in Table 1.

Table 1. Full Model Feasibility Test Results

No.	GoF Index	Cut off values	Result	Model Evaluation
1.	Chi square	small < 385.058	212.037	Good
2.	Probability	>0.05	0.007	Good
3.	RMSEA	<0.08	0.054	Good
4.	GFI	>0.90	0.836	Less good
5.	AGFI	>0.90	0.790	Less good
6.	CMIN/DF	<2.00	1.293	Good
7.	TLI	>0.95	0.964	Good
8.	CFI	>0.95	0.969	Good

source: primary data processed 2025

Based on the feasibility test of the causal relationship model, the dependent variable of student loyalty is directly influenced by two independent variables in the form of academic service quality and non-academic service quality with student satisfaction as an intervening, it is concluded that the model is appropriate or fit. The suitability of this model is proven by the findings of the primary data test through the significance of the chi-square value (Ferdinand, 2014).

Hypothesis Testing

Hypothesis testing in this study was conducted based on the Critical Ratio (CR) value of a causal relationship. The results of the research hypothesis test are presented in full in table 2

Table 2. Hypothesis Testing

No	Estimate	SE	CR	P
Result				
1. Acad -> Satisfac significant	0.379	0.172	5.009	<0.002
2. N--acad-> Satis significant	0.426	0.098	4.367	<0.001
3. Acad-> Loyalty significant	0.347	0.067	4.257	< 0.005
4. N-acad->Loyalty significant	0.374	0.357	3.765	< 0.008
5. Satis-> Loyalty significant	0.447	0.543	3.520	< 0.026

primary data processed 2025

Hypothesis testing from table 2 showed that two independent variables can significantly influence student satisfaction and loyalty with academic service quality being more dominant through a CR value of 5.009 than 4.367. Student satisfaction can directly influence loyalty because it has a positive direction in the critical ratio value and probability <0.05.

The research findings conclude that increasing academic and non-academic quality activities can increase student satisfaction and loyalty. Increasing student satisfaction can increase student loyalty to the Unwidha PPG program from hypothesis testing presented in table 2.

Mediation Hypothesis Test (Sobel Test)

Ferdinand,(2014) mediation hypothesis test is explained in table 3 as follows.

Table 3. Sobel Test

No	Mediation	t-table	t-counting
		(df/p=59../0.05)	
1. Acad qual to loyalty satisfac	1.771	1.842	0.044
2. Non-acad qual loyalty satisfac	1.771	1.806	0.025

source: primary data processed 2025

The findings of this primary research data conclude that student satisfaction can act as an intervening variable between academic and non-academic service quality improvement activities towards increasing PPG student loyalty.

Discussion

The mediating variable of PPG student satisfaction can play a significant role in loyalty, which can be interpreted as this variable being in the strong number category. This means that respondents believe that to become loyal, they must go through this variable first. Primary data

obtained from research, the majority of respondents is female, they are generation Z domiciled in the Klaten Regency area. The Klaten area currently has a category of developing economic cluster areas called the Joglosemar cluster. The nuances of creativity blend in coloring the cultural and economic symbols of the Klaten community, thus giving the reality that the dynamics of life, mindset, economic growth of the Klaten Regency community influence the tradition of innovation, demands for high quality services and the quality of education of its citizens (Amalia, Suprihanto and Hamid, 2022).

The research results that prove that two independent variables influence the related variable are in line with the findings of Muttaqin (2023). These findings explain the excellence of educational institutions academic and non academic quality: trust, sincerity, responsibility, openness, competence, lively, ruggedness and emotion in them, they will be able to play a role in realizing the brand of a excellent educational institution. The integration of science learning, attitude learning and behavior of students of the Teacher Profession Program in daily practice according to ethical norms and the synergy between student emotional learning, knowledge and actualization of excellent behavioral attitudes will strengthen the quality of PPG education as a new paradigm academic and non academic quality in the future that is dynamic (Anshori *et al.*, 2022).

The level of education that has the label of Excellent Higher Education is the answer to the collaboration between the offline and online education model which is full of the application of technology and basic science content (Martono, 2021). In general, urban life refers to those who live and reside in urban areas who have sufficient capital, are highly educated and demand their children to study at universities in big cities. Currently, this phenomenon is shifting. Parents trust excellent higher education in districts and small cities that prioritize the quality of learning, both academic and non-academic (Delgado-Ballester and Munuera-Aleman, 2003).

Curriculum standards of the excellent PPG program aim not only to develop knowledge and equip students with technical skills, but also to instill a sense of trust in morals and ethics to strengthen their self-confidence in the future. The curriculum of this excellent PPG program balances

the belief between technological mastery skills and moral and ethical instillation (Delgado-Ballester and Munuera-Aleman, 2003).

Good educational science learning in the family environment, in the school environment, university by continuing to carry out habits through the integration of the educational curriculum, science, moral skills, religion must be balanced between understanding and real practice in the daily lives of students. All of this is expected to be able to reduce and restore students' abilities from the phenomenon of learning loss in the post-pandemic era in the future (Teristonia, Widiana and Bayu, 2022); (Saputra and Fernandes, 2023).

The initial foundation for the formation of the excellent TPE Program label aspires to be able to shape the future generation to rise through the spirit of innovation. The actualization of graduates in a more open and proud manner is starting to become widespread among people in various socio-economic strata (Ismael and Iswantir, 2022). Many operational financing models for excellent universities are cross-subsidized. Thus, it dismisses the notion of the emergence of new capitalism in the world of higher education. This excellent university in a small city area dismisses the notion that quality lectures must be expensive. This confirms that excellent universities in developing urban areas are starting to be of interest to young people both economically, educationally and socially.

4.CONCLUSION

Based on the research results, it is concluded that there is a direct influence of academic service quality values and non-academic service quality on PPG student satisfaction. The satisfaction mediation test can strengthen loyalty. This can be interpreted that the PPG student satisfaction variable can act as a moderating variable.

Education of values in the PPG program is an effort to teach students to be able to understand and recognize, instill and preserve, absorb and realize the noble values of human life related to truth, goodness, ethics, manners and beauty. This needs to be done by getting used to acting consistently according to the demands of norms recognized in society.

Improvements related to the quality of learning for the PPG Program of Widya Dharma university need to be carried out continuously and sustainably. Student satisfaction surveys on the quality of learning need to be carried out periodically. In the future, the higher the demands of the job market for the high quality of PPG graduates, the more demanding the program managers are to continue to improve learning performance both from academic and non-academic aspects.

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