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ANALYSIS OF THE QUALITY OF LEARNING AND SERVICES ORGANIZATIONAL COMMITMENT TO STUDENT LOYALTY IN PRIVATE UNIVERSITIES IN ACEH PROVINCE THROUGH STUDENT SATISFACTION AS AN INTERVENING VARIABLE

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ABSTRACT

The development of educational services provided by educational agencies or institutions today is interesting to study. The aim of the research is to determine the influence of learning service quality, organizational commitment on student loyalty, through student satisfaction as an Intervener at private universities in Aceh province. The type of research used is quantitative. The sample in the study was 50 students from Abulyatama University, 50 students from Muhammadiyah University of Aceh and 50 students from Serambi Mekah. From the research results that researcher obtained from SmartPLS data processing, each variable has a significant influence on service quality and organizational commitment to student loyalty. Student satisfaction is proven to have a significant moderating (intervening) effect between the relationship between service quality and student loyalty so that this hypothesis is accepted. So, it can be concluded that each independent variable and dependent variable is influenced by the moderating variable.

KEYWORDS: Service Quality, Organizational Commitment, Student Loyalty, Student Satisfaction.

1. INTRODUCTION

The development of educational services provided by educational agencies or institutions is currently starting to be in the spotlight of the community using educational services, because educational institutions

that provide services in making the nation's life smarter must adapt to educational developments, and must take into account the situation and conditions they are facing. So providing the best quality service must be the main concern. So that everyone comes into contact with the scope of educational satisfaction, especially for students. Customer satisfaction can be a mediation that has a good influence on marketing experience and service quality on customer loyalty (Tjiptono & Chandra, 2012).

In order to improve the quality and relevance of services provided by educational institutions in Indonesia, the University in particular has made various sustainable and very meaningful efforts, starting from infrastructure development regarding educational facilities and infrastructure, updating the curriculum, utilizing information and communication technology in learning. The quality of service at the University greatly determines the level of satisfaction felt by students. If students' perceptions of service quality become better and more positive, then student satisfaction will also increase. If this perception is not good (negative), then student satisfaction will be lower (Bulkia, 2018). This makes it important to analyze student satisfaction with the quality of educational services (Gultom et al., 2014).

The changing characteristics of students who are more critical and intelligent also require institutions to provide fast and best service. Tresiya & Subagyo (2018). This has led to increasingly intense competition between universities, currently increasingly intensive efforts to gain/win the sympathy of the community, namely students, which is always done by every private university.

According to Safi & Handoko (2015), higher education has the general goal of creating quality and competitive human resources, one of which is the level of student academic achievement, this cannot be separated from the factors that influence the student learning process and outcomes, including those originating from inside (internal), namely physical and psychological, and from outside (external), namely environment and services. So satisfactory service performance is needed to improve services in accordance with agreed standard operating procedures and integrated with existing systems, so that the results obtained are in accordance with institutional targets (Sani, K at.al, 2015).

Based on the results of the pre-survey that was carried out, researchers obtained several information about student complaints regarding private higher education facilities which were still inadequate, including physical facilities and learning media infrastructure. Another thing that students complain about is the readiness to overcome student difficulties and the friendliness of the staff in working to provide clear information. There are weaknesses in the educational institution system. The attitude of the employees will be very impressive for those who receive the service.

The factors related to university products or services are quality, type, suitability of education costs with the facilities offered, fulfillment of student needs or rights, services provided by the institution, both services from lecturers and administrative staff related to guarantees and responses to solutions. academic problems faced by students, and factors related to the professionalism of lecturers and the ease and comfort of students in participating in the learning process (Rahmawati, 2013).

Furthermore, according to (Wibowo, 2017) organizational commitment is the desire of some workers to remain members of the organization. Organizational commitment influences whether a worker remains as a member of the organization (is retained) or leaves to pursue another job (turn over). In this case, universities must have an organizational commitment to achieving the desired goals.

Service factors and student satisfaction are also influenced by loyalty factors, but there is also research that reveals that student satisfaction is an antecedent to student loyalty, and the two are positively related. The level of satisfaction is influenced by the customer's overall attitude towards the service provider, or the emotional reaction to the difference between what the customer expects and what they receive which is related to the fulfillment of some need, goal or desire (Kunanusorn Anusorn, 2015). The level of satisfaction that is owned will be determined by how far the gap is between the service received by the customer and the expectations of the customer himself (Thomas, 2011). Apart from that, customers can also be loyal because of their satisfaction (Mokhtar, Sany & Ahmed, 2011).

Students who are dissatisfied with their institutions do not have many choices because they are constrained by time in completing their studies, but students can use social media or other communication media to express their dissatisfaction and this will worsen the reputation of higher education (Mansori et al., 2016). A factor that is also thought to influence student loyalty is commitment. (Dagger et al., 2011) suggested a strong relationship between commitment and customer loyalty, this is because commitment plays an important role in maintaining long-term relationships.

Emi Wardati (2015) states that student commitment (which includes commitment to goals, cognitive and emotional commitment to the institution) has an influence on student loyalty to the institution, this is in line with research results (Mark et al., 2017) which state that student satisfaction influences positive word of mouth which is part of student loyalty. Student satisfaction in the private university campus environment in Aceh can be seen from loyalty and learning satisfaction which still appears to be not optimal. This is shown by the large number of student complaints regarding the services, facilities and policies of private universities.

2. LITERATURE REVIEW

Service Quality

Service quality comes from a comparison between consumers' expectations about the services they should receive and the services they actually receive. Service quality, in this context, is recognized as a key performance measure for excellence in education and a key strategic variable for universities as service providers Bakrie et al., (2019). According to (Kotler, 2016), Service Quality is the totality of features and characters of a product or service that has the ability to satisfy stated or implied needs.

Tjiptono Fandy (2016) defines "Service can be seen as a system consisting of two main components, namely service operations which are often invisible or unknown to customers (back office or backstage) and service delivery which is usually visible (visible) or known to customers (often also called front office or frontstage). According to Zeithaml and Bitner in Bakrie et al. (2019), service quality (SQ) is defined as an evaluation focus that reflects customer perceptions about specific dimensions of the services provided. According to (Alarico & Ximenes, 2017) defines service quality as a form of attitude, related but not the same as satisfaction, as a result of a comparison between expectations and performance. The service process focuses more on service procedures, the reliability of employees in serving, the attention of employees in serving and things for which physical evidence is not clearly visible (Diyah Undari, 2015).

The indicators of service quality variables in this research refer to theory (Fandy Tjiptono, 2012) which includes: (1) Reliability, (2) Responsiveness, (3) Certainty/guarantee (Assurance) and (4) Empathy.

If the reality is more than expected, then the service can be said to be quality. If the reality is less than expected, then the service is said to be of poor quality. Then if the reality is the same as expectations, then the service is said to be satisfactory. Based on several definitions, service quality can be defined as a measuring tool for how far the difference is between reality and customer expectations for the service they receive.

Organizational Commitment

Commitment can be said to be the spearhead of implementing Government Accounting Standards in the Government because the essence of implementing a regulation or policy is commitment, both from the leadership and from individuals or each worker within it. Organizational commitment is defined as the strength of an individual's identification and involvement with the organization. High commitment is characterized by three things, namely: strong belief and acceptance of the organization's goals and values, a strong willingness to work for the organization and a strong desire to remain a member of the organization. Commitment appears in three separate but closely related forms of attitude, first identification with the organization's mission, second psychological involvement with organizational tasks

and finally loyalty and attachment to the organization (Dessler, 2012). The concept of commitment emerged in the field of organizational psychology and has mostly been studied in the workplace (Lee & Seong, 2020).

Sopiah (2017) defines organizational commitment as an attitude that reflects employees' feelings of like or dislike towards the organization. Employee commitment to the organization is an individual's psychological bond with the organization which includes work involvement, loyalty, and feelings of trust in the organization's values. A form of commitment that emerges is not only passive loyalty, but also involves an active relationship with the work organization which has the aim of providing all efforts for the success of the organization concerned. Organizational commitment can be seen from 3 factors: (1) Strong belief and acceptance of the organization's goals and values, (2) Willingness to strive to achieve organizational interests, and (3) strong desire to maintain organizational membership. Organizational commitment has three indicators: employee willingness, employee loyalty, and employee pride in the organization (Sopiah., 2017). According to Sopiah (2017), there are three indicators of organizational commitment, namely: (1) Affective commitment, (2) Continuance commitment and (3) Normative commitment.

From the various opinions about commitment mentioned above, it can be concluded that commitment is basically a person's willingness to commit themselves and show loyalty to the organization because they feel themselves involved in the organization's activities.

Student Loyalty

Loyalty is literally defined as fidelity, namely a person's loyalty to an object. (Setiadi, 2013) defines loyalty as a condition where customers have a positive attitude towards a brand and show this in consistent purchases of that brand. This means that loyalty is always related to customer preferences and actual purchases. Consumer loyalty is a manifestation and continuation of consumer satisfaction in using the facilities and services provided by the institution, as well as remaining a consumer of the institution. Loyalty is evidence of consumers who are always customers, who have the strength and positive attitude of an institution (Alarico & Ximenes, 2017). One proof of student loyalty to their alma mater is by consistently participating in programs on campus and inviting other people to study at the same campus Marpaung et al., (2021).

According to (Verriana & Anshori, 2017) there are five factors that can influence loyalty. These five factors are 1) satisfaction, 2) emotional bonding, 3) trust, 4) convenience, and 5) experience with the company (history with company).

Indicators of student loyalty (Thomas, 2011) measure student loyalty with three indicators that are almost similar to those used by (Hennig-thurau et al., 2001), namely: (1) recommending the university to friends (2) still choosing the university if he has the opportunity to choose again, and (3) return to continue his studies at the university. The indicators of loyalty according to (Helgesen & Nettet, 2011) are (1) The possibility of discussing positive things about the institution with other students at the institution; (2) Possibility to talk about positive things about the institution to other people; (3) Possibility of recommending the institution to other students; (4) Possibility of recommending the institution to others.

Student Satisfaction

According to (Sudaryono, 2016) satisfaction is the result of consumers' assessment that the product or service has provided a level of enjoyment where this level of fulfillment can be more or less. According to (Kotler, 2016) Satisfaction is a person's feeling of satisfaction or disappointment resulting from comparing product performance or results with expectations. If the performance is less than expectations, students will be disappointed and if it meets expectations, students will feel satisfied.

According to (Donni Junni Priansa, 2017) five elements are involved Consumer satisfaction is as follows: (1) Expectations for a good or service that are prepared before purchasing the good or service. When the purchasing stage is carried out, consumers hope that the goods or services received are in accordance with their hopes, desires and beliefs. If it meets consumer expectations then he will feel satisfied. (2) The performance of consumers' experience of the actual performance of goods or services when used without being influenced by their expectations. When the actual performance of goods or services is successful, consumers will feel satisfied. (3) This comparison is carried out by comparing the expected performance of the goods or services before purchasing with the perception of the actual performance of the goods or services. Consumers will feel satisfied when expectations before purchasing match or exceed their perceptions of the product's actual performance. (4) Consumers' experience of expectations is influenced by their experience of using brands of goods or services that are different from others. (5) Confirmation and Disconfirmation This occurs if expectations match the actual performance of the product. On the other hand, disconfirmation or disconfirmation occurs when expectations are higher or lower than the actual performance of the product. Consumers will feel satisfied when confirmation/ disconfirmation occurs. Indicators of student satisfaction (Faizan Ali, Yuan Zhou, Kashif Hussain, Pradeep Kumar, Nair Neethiahnanthan, 2016) measure student satisfaction through five indicators, namely: (1) Satisfaction with the decisions that have been taken, (2) Wise choice, (3) Doing the right thing, (4) Enjoyable experience and (5) Satisfaction with campus (in general).

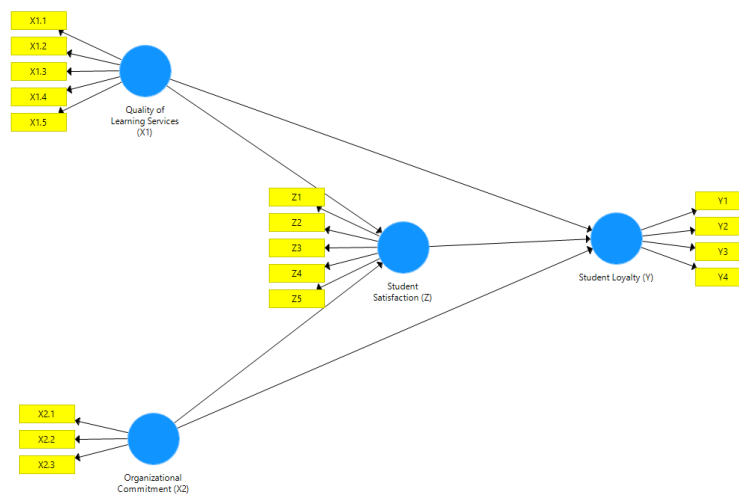
3. RESEARCH METHODS

The aim of the research is to determine the influence of the quality of learning services, organizational

commitment on student loyalty, through student satisfaction as Interveners at Private Universities in Aceh province. Where in this research there are four variables of learning service quality (X1), organizational commitment (X2) and student loyalty (Y) and student satisfaction (Z) at private universities in Aceh province. The research was carried out through distributing questionnaires. Questionnaires were distributed to Abulyatama University students, Muhammadiyah University of Aceh students and Serambi Mekah students. A Likert scale (from 1 to 5) was used to create a list of questions.

Sampling used the Random Sampling technique, because the number of samples was large. The selection of this sampling technique is only based on the ease of sampling. In this study, the number of samples or respondents was 150 people from 3 private universities in Aceh province.

The independent variable, dependent variable and moderating variable (Z) are operational variables in this research. The independent variables are the quality of learning services (X1), organizational commitment (X2) and student loyalty (Y) which are the dependent variables, while student satisfaction (Z) is the moderating or intervening variable. Based on the problem description and background that has been presented, the problem formulation and theoretical study, the hypothesis in the proposed research is:



1. Ha1 = There is an influence between the quality of learning services on student loyalty at private universities in Aceh province.

Ho1 = There is no influence between the quality of learning services on student loyalty at private universities in Aceh province.

2. Ha2 = There is an influence between organizational commitment on student loyalty at private universities in Aceh province.

Ho2 = There is no influence between organizational commitment on student loyalty at private universities in Aceh province.

3. Ha3 = There is an influence between the quality of learning services on student loyalty and student satisfaction at private universities in Aceh province.

Ho3 = There is no influence between the quality of learning services on student loyalty and student satisfaction at private universities in Aceh province.

4. Ha4 = There is an influence between the influence of organizational commitment on Intervening student loyalty, student satisfaction at private universities in Aceh province.

Ho4 = There is no influence between the influence of organizational commitment on student loyalty and student satisfaction at private universities in Aceh province.

5. Ha5 = There is an influence of student satisfaction as an intervening variable on student loyalty at private universities in Aceh province.

Ho5 = There is no influence on student satisfaction as a variable Intervening on student loyalty at private universities in Aceh province.

4. RESULTS AND DISCUSSION

Outer Model Testing (Measurement Model)

This research model will be analyzed using the Partial Least Square (PLS) method and assisted by SmartPLS 3.0 software. PLS is an alternative method of Structural Equation Modeling (SEM) which can be used to overcome problems regarding relationships between very complex variables but the data sample size is small (30-100 samples) and has non-parametric assumptions, meaning that the data does not refer to one certain distribution (Yamin Sofyan, 2015).

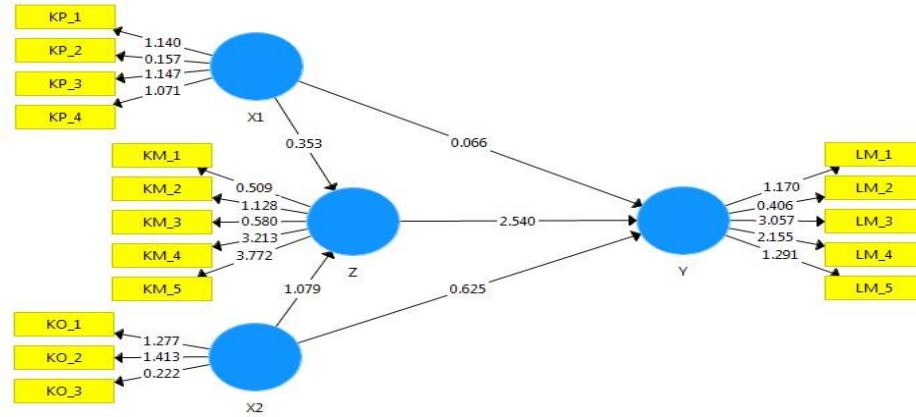


Figure 4.1 Outer Model

Convergent Validity

Convergent Validity is carried out by looking at the item reliability (validity indicator) which is shown by the loading factor value. In this research, the loading factor limit used was 0.7. After processing the data using SmartPLS 3.0, the loading factor results can be shown as in Table 4.1.

Table 4. 1 Loading Factor Values

Variable	Indicator	Outer Loading
Service Quality (X1)	KP_1	1,140
	KP_3	1,147
	KP_4	1,071
Organizational Commitment (X2)	KO_1	1,277
	KO_2	1,413
	KO_3	0,222
Student Satisfaction (Z)	KM_2	1,128
	KM_4	3,213
	KM_5	3,772
Student Loyalty (Y)	LM_1	1,170
	LM_3	3,057
	LM_4	2,155
	LM_5	1,291
	LM_2	0,406

From the results of SmartPLS data processing shown in table 4.3, the majority of indicators for each variable in this study have a loading factor value greater than 0.70 and are said to be valid. It can be seen

that the KP_1 indicator shows 1,140, KP_3 shows 1,147 while KP_4 shows 1,071. The KO_1 indicator shows 1,277 and KO_2 shows 1,413. For the KM_2 indicator it shows 1,128, KM_4 shows 3,213 and the KM_5 indicator is at 3,772.

Meanwhile, the LM_1 indicator shows the number 1,170, LM_3 shows the number 3,057, LM_4 shows the number 2,155 and the LM_5 indicator is at 1,291.

Based on the outer loading results that the researchers presented above, this shows that variable indicators that have a loading factor value greater than 0.70 have a high level of validity, so they meet convergent validity. Meanwhile, variable indicators that have a loading value smaller than 0.70 have a low level of validity.

Discriminant Validity

Discriminant Validity is carried out by looking at the cross loading values of construct measurements. The cross loading value shows the magnitude of the correlation between each construct and its indicators and the indicators of the other block constructs. A measurement model has good discriminant validity if the correlation between the construct and its indicators is higher than the correlation with indicators from other block constructs. After processing the data using SmartPLS 3.0, the cross loading results can be shown in the table 4.2

Table 4.2 Cross Loading Results

	X1	X2	Y	Z
KM_2	0.549	0.534	0.453	1.031
KM_4	0.671	0.687	0.632	2.631
KM_5	0.176	0.546	0.356	2.325
KO_1	0.564	0.863	0.465	0.685
KO_2	0.745	0.726	0.261	0.732
KP_1	1.325	0.567	0.456	0.456
KP_3	1.465	0.685	0.687	0.432
KP_4	1.261	0.340	0.236	0.675
LM_1	0.650	0.435	1.254	0.345
LM_3	0.325	0.666	2.325	0.657
LM_4	0.356	0.725	2.155	0.786
LM_5	0.675	0.456	1.291	0.567

The cross loading results in Table 4.2 show that the correlation value of the construct with its indicators

is greater than the correlation value with other constructs. Thus, all constructs or latent variables have good discriminant validity, where the indicators in the construct indicator block are better than the indicators in other blocks.

The next evaluation is by comparing the AVE root value with the correlation between constructs. The recommended result is that the AVE root value must be higher than the correlation between constructs (Yamin and Kurniawan, 2011). The model has better discriminant validity if the square root of the AVE for each construct is greater than the correlation between the two constructs in the model. A good AVE value is required to have a value greater than 0.50. In this research, the AVE value for each construct can be shown in Table 4.3

Table 4.3 AVE Value and AVE Square Root

Variable	AVE
Service Quality	0,766
Organizational Commitment	0,865
Student Loyalty	0,868
Student Satisfaction	0,861

Based on table 4.3, all constructs show an AVE value greater than 0.50, namely with the smallest value of 0.766 for the service quality variable and 0.865 for the organizational commitment variable. This value meets the requirements in accordance with the specified minimum AVE value limit, namely 0.50.

Composite Reliability

Apart from being measured by assessing convergent validity and discriminant validity, the outer model can also be done by looking at the reliability of the construct or latent variable which is measured by the composite reliability value. A construct is declared reliable if the composite reliability has a value > 0.7 , then the construct is declared reliable. SmartPLS output results for composite reliability values can be shown in Table 4.4

Table 4.4 Composite Reliability Values

Variable	Composite Reliability
Service Quality	0,849
Organizational Commitment	0,860
Student Loyalty	0,931
Student Satisfaction	0,960

From the SmartPLS output results in Table 4.4, the composite reliability value for all constructs is above 0.70. With the resulting values, all constructs have good reliability in accordance with the required minimum value limits.

Cronbach's Alpha

The reliability test with the composite reliability above can be strengthened by using the Cronbach alpha value. A variable can be declared reliable or meets Cronbach alpha if it has a Cronbach alpha value > 0.7 . The following is the Cronbach alpha value for each variable.

Table 4.5 Cronbach's Alpha

Variable	Cronbach's Alpha
Service Quality	0,881
Organizational Commitment	0,837
Student Loyalty	0,861
Student Satisfaction	0,856

Based on the data presented above in table 4.5, it can be seen that the Cronbach alpha value for each research variable is > 0.7 . Therefore, these results can indicate that each research variable has met the Cronbach alpha value requirements, so it can be concluded that all variables have a high level of reliability.

Inner Model Testing

After testing the outer model which has met, the next step is testing the inner model (structural model). The inner model can be evaluated by looking at the r-square (indicator reliability) for the dependent construct and the statistical t value from path coefficient testing. The higher the r-square value means the better the prediction model of the proposed research model. The path coefficients value shows the level of significance in hypothesis testing.

Variant Analysis (R²) or Determination Test, namely to determine the magnitude of the influence of the independent variable on the dependent variable, the value of the coefficient of determination can be shown in Table 4.6:

Table 4.6 R-square value

Variable	R-square
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Student Satisfaction	0.481
Student Loyalty	0.630

Based on the r-square value in Table 4.6, it shows that service quality and organizational commitment are able to explain the variability of the student satisfaction construct by 52.1%, and the remaining 62.4% is explained by other outside constructs. Studied in this research. Meanwhile, student satisfaction and service quality are able to explain the variability of the student loyalty construct by 63.0%, and the remaining 37.0% is explained by other constructs.

Hypothesis test

Hypothesis testing is carried out based on the results of Inner Model testing (structural model) which includes r-square output, parameter coefficients and t statistics. To see whether a hypothesis can be accepted or rejected, include paying attention to the significance values between constructs, t-statistics and p-values. This research hypothesis testing was carried out with the help of SmartPLS (Partial Least Square) 3.0 software. These values can be seen from the bootstrapping results. The rules of thumb used in this research are t-statistics > 1.96 with a significance level of p-value of 0.05 (5%) and the beta coefficient is positive. The hypothesis testing value of this research can be shown in Table 4.7

Table 4.7 Results of Path Coefficients

Hypothesis	T Statistic (O/STDEV)	P Values
X1 -> Y	2.967	0.000
X1 -> Z	5.094	0.000
X2 -> Y	8.692	0.000
X2 -> Z	2.308	0.027
Z -> Y	2.144	0.033

The first hypothesis tests whether the quality of learning services positively influences student loyalty. The test results show that the t-statistic value of learning service quality is 2,967, from this result it is stated that the t-statistic is significant because $2,967 > 1.96$ with a p-value of $0.000 < 0.05$ so the first hypothesis is accepted. This proves that the quality of learning services has been proven to have a positive influence on student loyalty.

The second hypothesis tests whether organizational commitment positively influences student loyalty. The test results show that the coefficient value of organizational commitment on student loyalty t-statistic is 8.692. From these results it is stated that the t-statistic is significant, because $8,692 > 1.96$ with a p-value of $0.000 < 0.05$ so the second hypothesis is accepted. This proves that organizational commitment has a positive influence on student loyalty.

The third hypothesis tests whether the quality of learning services influences on student loyalty that was intervened on student satisfaction at private universities in Aceh province. The test results show that the coefficient value of learning service quality on student satisfaction with a t-statistic is 5,094. From these results it is stated that the t-statistic is significant, because $5,094 < 1.96$ with a p-value of $0.000 < 0.05$ so the third hypothesis is accepted. This proves that the quality of learning services is proven to have a positive influence which is intervened through student satisfaction.

The fourth hypothesis tests the influence of organizational commitment on Intervening student loyalty through student satisfaction at private universities in Aceh province. The test results show that the beta coefficient value has a moderating effect on student satisfaction on the relationship between organizational commitment and service quality with a t-statistic of 2.308. From these results declared t-statistic significant. Because $2,308 < 1.96$ with a p-value of $0.027 < 0.05$, the fourth hypothesis is accepted. This proves that Organizational Commitment is proven to have an intervening effect on the relationship between student loyalty and student satisfaction.

The fifth hypothesis tests whether the intervening variable has a moderating influence on student loyalty. From the test results, it shows that the t-statistic value is 2,144, so it can be said that the t-statistic value has a significant influence because it is $2,144 > 1.96$ with a p-value of $0.033 < 0.05$ so the fourth hypothesis is accepted. So, it can be stated that student satisfaction is proven to have an intervening effect on student loyalty relationships.

5. DISCUSSION

The results of research testing the first hypothesis prove that the quality of learning services has a significant influence on student loyalty, so the first hypothesis is accepted. This result is because the majority of respondents feel quite satisfied with the services provided by the campus and in the opinion of the researchers, especially in this case, that campus services are quite good. These results are in line with previous research conducted by (Muhammad Bakrie and Bedjo Sujanto, 2019) where the research results proved that the majority of respondents indicated that service quality had a significant effect on student reputation and satisfaction. As is known, the campus as a space where students are active is very

natural regarding the quality of the plan which must be prioritized so that every active student feels like they have a place on campus. Obtaining a t statistics value of 2.967 indicates that the number is > 1.96 , where the P values are $0.000 < 0.05$, so this value is in the high category.

The results of the second hypothesis in this research prove that organizational commitment has a significant positive influence on student loyalty. The greater the organizational commitment, the greater the student loyalty will increase. Based on the results obtained, organizational commitment proves that there is a significant positive influence on student loyalty, so this hypothesis is accepted. Student loyalty can be felt by students seen from the process they go through, where the security processes, professionalism of officers and trust in the process make students stay. If the increase in organizational commitment is high then the loyal situation of students will also increase because after all campus control cannot be separated from the role of a leader. Therefore, the organization's commitment aims to protect and increase comfort from any problems that occur. So that's it Increasing commitment within the scope of private universities is very urgent because students who study at these places can have a high moral burden. These results are in accordance with research conducted by (Damira Ismanova, 2019), where she explained that commitment fully mediates the effect of perceived service quality on student loyalty.

In the results of the third hypothesis in this research, it is proven that service quality has a moderate (intervening) effect on the relationship between student loyalty and organizational commitment. In general, moderation is a qualitative or quantitative variable, which influences the direction or strength of the relationship between the independent variable or predictor and the dependent variable or criterion (Sugiono, 2017). The moderating effect is tested on this hypothesis, for this third hypothesis the independent variable is service quality, the moderator variable is student satisfaction and for the dependent variable, namely student loyalty.

Based on the results obtained, it is proven that student satisfaction is proven to have a significant moderating (intervening) effect between the relationship between service quality and student loyalty so that this hypothesis is accepted. Student loyalty can contribute well if there is improved service within the scope of private universities. In the questionnaire, the student satisfaction variable is asked about things related to services that improve service quality, so it can be said that all student satisfaction of this type occurs intervening or a relationship between service quality and student loyalty. These results are also in line with research conducted by (Muhammad Bakrie and Bedjo Sujanto, 2019), which explains that service quality and student satisfaction have a significant effect on student loyalty.

All of these moderators reveal that there is a significant influence in increasing the direct relationship between service quality and student loyalty.

The results of the fourth hypothesis in this study prove that student satisfaction has a moderate (intervening) effect on the relationship between organizational commitment and student loyalty. Where in this case it can be understood that the independent variable is organizational commitment, the moderator variable is student satisfaction and the dependent variable is student loyalty. So the test results obtained prove that student satisfaction has a significant moderating effect between the relationship between organizational commitment and student loyalty. So this hypothesis is accepted. Student satisfaction can contribute to increasing loyalty, making students feel like they have a moral burden in carrying out their responsibilities at the university they are attending. In the questionnaire that the researchers distributed, the researchers also asked about services in increasing loyalty. So it can be said that student satisfaction can occur as an intervening relationship between organizational commitment and student loyalty.

In the fifth hypothesis in this research, it is proven that student satisfaction has a moderating effect on student loyalty. In general, a moderator is a qualitative or quantitative variable, which influences the direction or strength of the relationship between the independent variable or predictor and the dependent variable or criterion (Sugiono, 2017). The moderating effect (moderation) was tested on this hypothesis. For this fifth hypothesis, the independent variables are service quality, organizational commitment, the moderating variable is student satisfaction and the dependent variable is student loyalty. Based on the results obtained, it is proven that student satisfaction is proven to have a significant moderating effect on student loyalty so that this hypothesis is accepted. Student satisfaction can have a good influence on student loyalty in providing services and organizational commitment so that it can improve the quality of service so that it can provide value for students. In the student satisfaction questionnaire, researchers asked questions related to the attitude of satisfaction felt by students both in terms of service quality and the role of the organization. So, it can be said that student satisfaction can moderate the relationship between service quality, organizational commitment and student loyalty. These results are in accordance with previous research conducted by (Muhammad Bakrie and Bedjo Sujanto, 2019) which proves that student satisfaction has a moderate effect on the relationship between student loyalty. All of these moderators revealed that there was a significant influence in increasing the direct relationship between service quality and organizational commitment.

Based on the description above, this research found findings showing that student satisfaction using a moderating effect was able to improve service quality and organizational commitment at private universities in Aceh Province. These complements research previously conducted by Muhammad Bakrie and Bedjo Sujanto (2019).

6. CONCLUDING

Conclusion

Based on the discussion of research results that have been stated previously, it can be concluded that:

1. In the first hypothesis, does the quality of learning services positively influence student loyalty at Private Universities in Aceh province? From the results of research and data processing through the SmartPLS program, there is a significant influence on service quality on student loyalty. Where the t-statistic value is $2,967 < 1.96$ and the P-value is $0.261 > 0.05$.
2. In the second hypothesis, does organizational commitment positively influence student loyalty at Private Universities in Aceh province? From the results of research data, organizational commitment influences student loyalty where the value obtained is T-Statistics $8,692 > 1.96$ and P-value $0.000 < 0.05$.
3. In the third hypothesis, does the quality of learning services positively influence student loyalty in the intervention of student satisfaction at Private Universities in Aceh province. From the results of the research data there is no significant influence on the values obtained from the T-Statistics values $5,094 > 1.96$ and P-value $0.000 > 0.05$.
4. In the fourth hypothesis, does organizational commitment positively influence student loyalty in the intervention of student satisfaction at Private Universities in Aceh province. There is a significant influence of organizational commitment on student loyalty which is intervened by student satisfaction. Based on the values obtained from the results of the T-Statistics research $2,308 > 1.96$ and P-value $0.027 < 0.05$.
5. In the fifth hypothesis, does student satisfaction as an intervening variable have an influence on student loyalty at Private Universities in Aceh province? From the research results, student satisfaction as an intervening variable has a significant influence where the T-Statistics value obtained is 2.144, indicating that this value is greater > 1.96 while the P-value is $0.033 < 0.05$.

Recommendations

To examine further research references, there are several suggestions that can be put forward, including:

1. In tertiary institutions, the quality of service and commitment should continue to improve so that students who are studying at tertiary institutions are able to have an attitude of loyalty within themselves so that the loyal attitude they have will further improve the quality of the tertiary institution.
2. Students, in carrying out their activities as students, should be able to understand every problem wisely. So that every obstacle and problem that occurs can minimize every situation to make it even better.

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