

# THE INFLUENCE OF EDUCATIONAL SERVICE QUALITY AND SCHOOL IMAGE ON STUDENT SATISFACTION IN PRIVATE HIGH SCHOOL "X" BANDUNG CITY

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## Keywords

*Educational service quality, school image, student satisfaction, private high school*

## ABSTRACT

This study aims to determine the influence of the quality of educational services, student satisfaction, and school image on student satisfaction at Private High School (SMA) "X" Bandung City, West Java. The population in this study is all students in grades X, XI, and XXII totaling 99 students, and 2023 alumni totaling 28 people (a total of 127 respondents). The results of the analysis and discussion were as follows: (1) The quality of education services has a positive and significant influence on the satisfaction of students at private high school with a total influence of 32.0%. (2) In addition, school image also has an important influence on students' satisfaction, which is 36.5%. (3) The school's image has also a significant positive influence on satisfaction with an overall influence of 68.5%, and it is recommended that schools provide continuous professional training and development for teachers to improve knowledge, skills, pedagogy.

## INTRODUCTION

Every individual has the key to unlocking their potential. One of the gates to knowledge and skills is always wide open and facilitates adventures in various fields of science. One way to get this process is through education. Education is a conscious and planned effort to realize learning activities in schools with the aim that students can actively develop and optimize their potential. Formal education in Indonesia consists of elementary school to tertiary levels. One of the important levels of education is Senior High School (SMA). High school education is a process of forming the quality of students who are superior, competitive, and cultured (Law No. 20 of 2003 concerning the National Education System). One of the importance of high school education is to supervise, guide, and provide information to increase intelligence and interest in students.

Education in high school is not only education that equips students with knowledge but also provides character education that enables students to live in society (Lestari & Handayani, 2023). Efforts that can be made by schools in preparing superior student quality by preparing creative and critical thinking, collaboration, communication skills, decision-making skills, financial literacy, time

management and organizational skills, managing stress, self-assessment and reflection, resilience, and empathy at the high school education level (Mitra, 2023). The ability to think creatively and critically, collaborate, communicate, solve problems, and so on can be created by providing quality educational services.

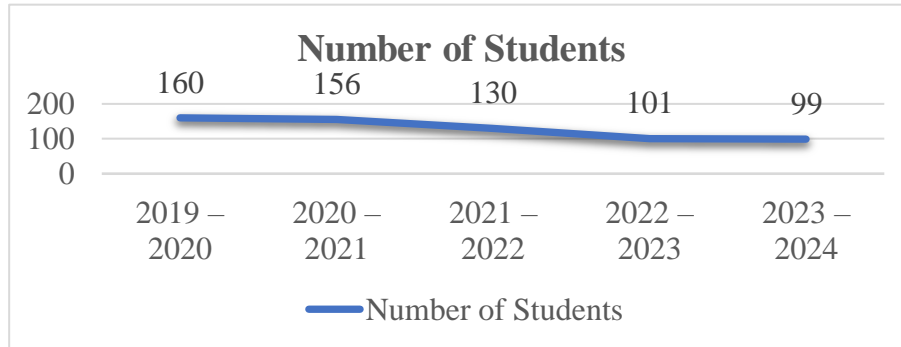
The quality of educational services is the level of suitability of the expectations and needs of the services provided by the school to students (Iwijayanti & Jannah, 2019). The quality of educational services is supported by educators who are competent in their fields, the procurement of facilities and infrastructure, and the procurement of extracurricular services that are beneficial to students (Sulhak et al., 2020). The support of good facilities and infrastructure will make students more comfortable in learning so that they can meet their learning needs (Azizah et al., 2020). The need for educational facilities and infrastructure that is not a priority, will reduce the quality of educational services and student satisfaction, but on the contrary, the need for educational facilities and infrastructure that are priorities will improve the quality of educational services (Megawati & Rochman, 2020). At Private High School "X" still has shortcomings in terms of facilities, existing facilities still need to be maintained so that they can adjust to developments, especially in technology. Inadequate technological facilities will hinder the learning process, such as computers turning on takes a long time. Facilities and quality of educators can determine the educational process, qualified and professional educators affect the improvement of education quality and the achievement of school goals and can provide satisfaction to students who are actively involved (Zulaiha et al., 2020).

Good facilities and quality of educators not only improve the quality of education and the achievement of school goals, but also support student satisfaction. Student satisfaction is supported by improving the quality of services provided by the school. The school's response to students' input or expectations will improve the quality of educational services (Komalasari et al., 2020). The faster and more accurate the response given by the school, the more positive the assessment given by the student (Saktiani, 2015). Positive assessments on the quality of educational services can increase student satisfaction in the learning process at school. Student satisfaction is a student's response to what is expected with the reality that is felt or seen at school (Tjiptono, 2017). The quality of educational services and student satisfaction determine the image of the school (Iwijayanti & Jannah, 2019). The quality of educational services and the image of the school are two elements that are closely related to each other and have a relationship strength of seventy-eight percent (Habibah & Bayu, 2017). Good quality of educational services will build a positive school image, and vice versa (Triwijayanti et al., 2022). A positive school image will attract students to attend Private High School "X."

The school image is created based on the experiences felt by students, both positive and negative assessments. A good school image will receive a positive assessment and gain the trust of students (Habibah & Bayu, 2017). The image of the school should not be ignored because it can attract prospective students to choose to attend Private High School "X" Bandung. Private high schools are now faced with difficult decisions, competing with public high schools, and competing with their peers in other private high schools. Private high schools are competing to offer increasingly competitive educational services. This will have an effect on decreasing the number of students in a private high school (Kurbani, 2017). School is one of parents' hopes for their children to get good learning (Megawanti, 2012).

Private High School "X" is a national category school that uses the K-13 curriculum. National schools are schools accredited by the Ministry of Education and Culture (Kemdikbud), using national curriculum standards and using Indonesian as the language of instruction for the learning process. At school, students become the main customers because students experience firsthand the services provided by the school. One of the considerations for students in choosing a high school is a school that

is able to facilitate students in choosing and being accepted into their favorite universities, especially state universities (PTN) (Wibisono, 2018). Private High School "X" accredited A has a vision to become a superior school and has a Christian character with quality educational services to produce graduates who are intelligent, characterful, and ready to compete in the global era.



**Figure 1.** Number of Students

Based on Figure 1 regarding the number of students of Private High School "X" in the last five years, it can be seen that the number of students is decreasing every school year. This decrease in the number of students can be seen as a problem in the quality of educational services at Private High School "X" Bandung City. An initial survey conducted to twenty students regarding the reasons for choosing Private High School "X", four students chose because the school provides facilities and infrastructure that can support the learning needs of students, such as the availability of biology, physics, chemistry, computers, and library laboratories. Three students chose to attend this private high school "X" because the teacher quickly serves and helps students, such as when students experience problems or obstacles both academically and socially, the teacher quickly serves and provides assistance to students even on holidays. Two students chose to attend this private high school "X" because of the empathetic attitude shown by the teacher to the students, such as when the student is sick or sad the teacher will visit.

One student chose because he was told by his parents because his parents are alumni of this private high school "X". Three students come from outside Java, students choose to move to Private High School "X" because of the professional teaching staff so that they can help students to get learning for the future and the name of the school is already famous in the student's home area, this school educates students with Christian values, and parents see that this school prioritizes the development of students' character so that students are able to survive in life community. An initial survey was also conducted to alumni, three alumni felt happy to go to school here because they got academic and non-academic learning, soft skills, and teacher support in students.

An initial survey was also conducted to find out the complaints of students while attending private high school "X", there were ten students who complained that the internet or WiFi was often turned off or there was no connection. Five students felt uncomfortable because some chairs and tables were shaking. Three students felt that the school was less able to compete with other schools because the number of students accepted at state universities (PTN) was less than other private schools. Five students felt that the teacher's teaching methods were monotonous, especially theoretical subjects, so that students were bored and not enthusiastic about learning. Three students stated that the school did not do enough promotion so that the school name was not heard outside the school and tended to lose in competition with other private schools. Two students felt that the school did not live up to their slogans. Two students said they were not satisfied with the service of the administrative staff who were

not responsive and not thorough in making correspondence. Based on the initial survey above, it is related to the quality of educational services provided by the school to students, student satisfaction during school, and students' views on Private High School "X".

The quality of educational services received by students can provide satisfaction to students, students should give a good school image to the school (Haryanti et al., 2019). The quality of educational services, student satisfaction, and a good image should increase the number of students every school year. However, this does not happen in Private High School "X" so through this study we want to see the quality of educational services on the school image in Private High School "X" Bandung City. Based on the description above, I want to know the influence of the quality of educational services, student satisfaction, and school image at Private High School "X" Bandung City.

This study aims to determine the influence of the quality of educational services and school image on student satisfaction in Private High School (SMA) "X" Bandung City. The benefits of the research are to provide academic contributions as a reference for similar research in the future, as well as provide input, suggestions, and recommendations to the school to improve the quality of educational services, student satisfaction, and school image.

The hypotheses used were:

- 1) H1 : There is an influence on the quality of educational services on student satisfaction at Senior High School (SMA) "X" Bandung City
- 2) H2 : There is an influence of school image on student satisfaction at Private High School (SMA) "X" Bandung City
- 3) H3 : There is an influence on the quality of educational services and school image on student satisfaction at Private High School (SMA) "X" Bandung City

## METHODS

This research is included in quantitative research. This research was conducted at Private High School (SMA) "X" Bandung City, West Java. This research started from May 5, 2024 to July 31, 2024. The population in this study is all students in grades X, XI, and XII totaling 99 students, and 2023 alumni totaling 28 people (a total of 127 respondents).

The data collection technique in this study is a questionnaire containing a Likert scale. In this study, the method of obtaining primary data is by observing students, conducting interviews and surveys to students. In this study, ANOVA analysis and regression analysis were used using IBM SPSS 25.0.

## RESULTS

### Partial Hypothesis Test (t-Test)

#### Quality of Educational Services on Student Satisfaction

**Table 1.** Test the Quality of Educational Services on Student Satisfaction

Model	Coefficients <sup>a</sup>			t	Sig.	Correlations Zero-order
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	-1.564	2.031		-.770	.443	
1 Quality of Educational Services	.063	.017	.400	3.665	.000	.799
School Image	.298	.072	.453	4.147	.000	.805

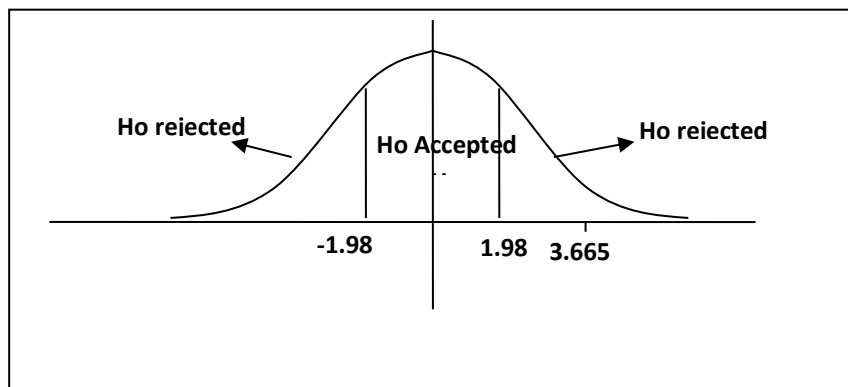
a. Dependent Variable: Student Satisfaction  
Source : Data Processing Results, 2024

Based on the table above, it can be seen that the direction of the relationship between the quality of educational services and student satisfaction is positive (the coefficient value in column B), there it is written 0.063, meaning that when there is an improvement in the quality of educational services, it will increase student satisfaction.

Hypothesis 1:

H01 : There is no significant influence on the quality of educational services on student satisfaction at Private High School (SMA) "X" in the city of Bandung

Ha1 : There is a significant influence on the quality of educational services on student satisfaction at Private High School (SMA) "X" in the city of Bandung



**Figure 2.** Partial Hypothesis Test of Educational Service Quality

Based on the previous calculation, where a t-count of 3.665 was obtained and a degree of freedom (n-k-1) or 121-2-1 = 119, the t-count of the table was obtained 1.98 so that the t-count > t-table. This means that H0 is rejected and Ha is accepted, so there is a significant influence between the quality of educational services and student satisfaction. Thus, the hypothesis that there is an influence between the quality of educational services on student satisfaction can be accepted, so that H1 is accepted.

### **School Image on Student Satisfaction**

**Table 2.** Test of School Image on Student Satisfaction

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
(Constant)	-1.564	2.031		-.770	.443	
1 Quality of Educational Services	.063	.017	.400	3.665	.000	.799
School Image	.298	.072	.453	4.147	.000	.805

a. Dependent Variable: Student Satisfaction

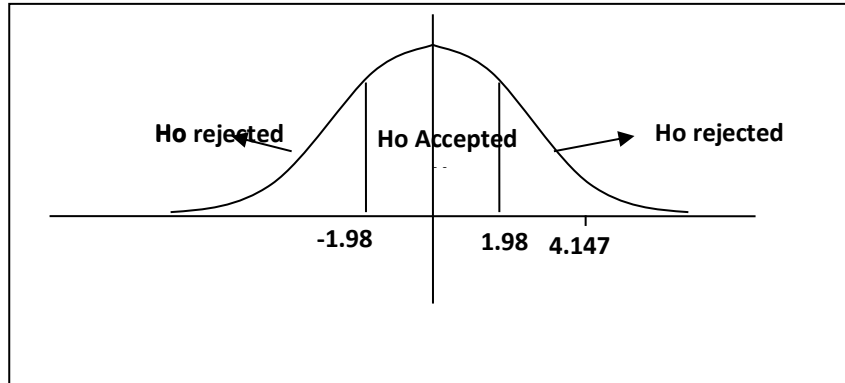
*Source : Data Processing Results, 2024*

Based on the table above, it can be seen that the direction of the relationship between school image and student satisfaction is positive (the coefficient value in column B), there it is written 0.298 which means that when there is an increase in school image, it will increase student satisfaction.

Hypothesis 2:

H02 : There is no significant influence of school image on student satisfaction in Private High School (SMA) "X" in the city of Bandung

Ha2 : There is a significant influence of school image on student satisfaction in Private High School (SMA) "X" in the city of Bandung



**Figure 3.** Partial Hypothesis Test of School Image  
 Source : Data Processing Results, 2024

Based on the previous calculation , where a t-count of 4.147 was obtained and a degree of freedom (n-k-1) or 121-2-1 = 119, the t-count of the table was obtained 1.98 so that the t-count > t-table. This means that H0 is rejected and Ha is accepted, so there is a significant influence between the school's image and student satisfaction. Thus, the hypothesis that there is an influence between school image and student satisfaction can be accepted, so hypothesis 2 is accepted.

**Simultaneous Hypothesis Test (Test F)**

Based on the results of the calculation using IBM SPSS 25.0, to find out whether the variables of education service quality (X1) and school image (X2) on student satisfaction (Y) jointly or simultaneously. The technique for obtaining the calculation results is using the F test with the following results:

**Table 3.** Simultaneous Hypothesis Testing

ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1464.666	2	732.333	127.675	.000b
	Residual	676.838	118	5.736		
	Total	2141.504	120			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), School Image, Quality of Educational Services

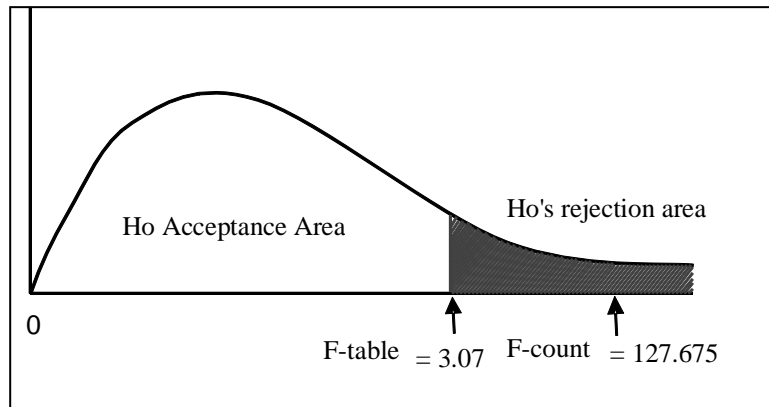
Source : Data Processing Results, 2024

Based on the results of the calculation, it is known that the F-count value is 127.675 and then the significance value (sig.0.000), when compared between the significance value (sig) and the alpha value ( $\alpha = 0.05$ ), the significance value is smaller than the alpha value, meaning that the variables of the quality of education services (X1) and the school image (X2) have a significant influence together.

Hypothesis 3:

H03 : No significant influence Quality of Educational Services (X1) and School Image (X2) on Student Satisfaction at Private High School (SMA) "X" in the City of Bandung

Ha3 : There is a significant influence Quality of Educational Services (X1) and School Image (X2) on Student Satisfaction at Private High School (SMA) "X" in the City of Bandung



**Figure 4.** Simultaneous Hypothesis Testing  
*Source : Data Processing Results, 2024*

Based on the provisions that have been stated above, where the F-count is obtained of 127.675 and the degree of freedom (n-k-1) or 121-3-1 = 17 is obtained the F-table number of 3.07 while the F-count is 127.675 so that the F-count > F-table means that H0 is rejected and Ha is accepted, which means that there is a significant influence between the variables of the quality of educational services (X1) and the school image (X2) on student satisfaction simultaneously, then hypothesis 3 is accepted.

**Determination Coefficient Test (R2)**

The determination coefficient is used to see the magnitude of the influence of the quality of education services (X1) and school image (X2) on student satisfaction. The following is the result of the calculation of the deterioration coefficient based on the output of SPSS.

**Table 4.**Coefficient of Determination

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.827a	0.684	0.679	2.39498

a. Predictors: (Constant), School Image, Quality of Educational Services

b. Dependent Variable: Student Satisfaction

*Source : Data Processing Results, 2024*

Based on the table above, it can be seen that the value of the simultaneous correlation coefficient is 0.827 then the determination coefficient (R2) is obtained with a value of 0.684. This means that the total influence between the variables of quality of educational services (X1) and school image (X2) on student satisfaction is 68.4% while the remaining 31.6% is the influence of other variables that the researcher was not involved in this study.

Then to answer regarding the amount of influence of the quality of education services (X1) and school image (X2) partially on student satisfaction, the calculation of the partial influence is carried out as follows:

**Table 5.** Partial Influence

Variable	Standardized Coefficients	Correlations	Partial Influence	%
	Beta	Zero-order		
Quality of Educational Services	0.4	0.799	0.320	32.0%
School Image	0.453	0.805	0.365	36.5%
Total Influence			0.684	68.4%

Source : Data Processing Results, 2024

The simultaneous influence of the quality of educational services (X1) and school image (X2) on student satisfaction was 68.4%. Partially, the amount of influence of the quality of educational services on student satisfaction is 32.0%, then the influence of school image on student satisfaction is 36.5%.

Based on the above description, the conclusion of the hypothesis test can be made which is described as follows:

H1 : The first hypothesis is acceptable because there is a significant influence of the quality of educational services on student satisfaction at Private High School (SMA) "X" in the city of Bandung

H2 : The second hypothesis is acceptable because there is a significant influence between school image and student satisfaction in Private High School (SMA) "X" in the city of Bandung

H3 : The third hypothesis is acceptable because there is a significant influence on the quality of educational services (X1) and the image of the school (X2) in Private High School (SMA) "X" in the city of Bandung

## Discussion

Based on the previous calculation of the recap of respondents' responses regarding the variables of the quality of perdimensional education services, it can be seen that the *responsiveness* dimension has the highest score value of 395.14 or an average value of 3.11. This is in line with the reality in the field that assessments from students about teachers are easy to find during class hours because teachers gather in the teacher's room. When they are out of class, students can contact the teacher via Instagram or WhatsApp. Administrative staff are easy to contact by students because students have their whatsapp number. When there are students who have not collected assignments, teachers will contact students to collect assignments immediately.

When there are students who have not taken the follow-up exam, the teacher will wait for the student to take the follow-up exam. Students who need a certificate or correspondence, administrative staff serve according to the procedures that have been notified. This is in line with previous research regarding students who can easily contact their teachers to be more satisfied with the quality of educational services provided by the school. Teachers provide additional lesson hours to students when students are outside of class hours. Teachers can be contacted by students every day online and onsite (Yuslih, Martono, & Nugroho, 2021).

Students in one class amount to about eleven to twenty-seven people. This small number helps teachers to be able to pay attention to students. Teachers can be aware of students who are experiencing changes such as being in love, upset, problems in the family, and others. When teachers realize that students are changing, teachers will provide counseling to students. Teachers provide counseling services to students not only in academic terms but also in non-academic matters. Administrative staff



assist students in completing personal data and family data for completeness of data. The teacher gave a constructive response such as providing motivation, encouragement, direction, and praying together.

The second highest dimension is Empathy, has a score of 392.44 or an average score of 3.09. The empathy of teachers and administrative staff towards students is important in creating a supportive and positive learning environment. Teachers become active listeners when students are telling stories. The attitude of teachers who are active listeners shows the teacher's empathy for students (Zivkovic, 2022). When providing services to students, teachers and administrative staff are not given time limits. Teachers give praise when students do positive activities, such as helping friends who are struggling. The number of students is not too large, the teacher knows the family background of the students.

When teachers listen to students' stories, teachers provide a safe space for students to tell everything without fear of being judged. When experiencing problems in academic matters, teachers provide assistance to students. Students who enter the hospital, teachers will come to visit and pray together. When providing services to students, teachers provide them in a friendly manner even though the teacher is upset with the students concerned. Teachers teach students to smile, greet, and greet when meeting teachers or other students. Teachers teach students to respect others like when their friends are giving different opinions.

Teachers provide opportunities for all students without exception to dare to express their opinions during learning. When there are students who are telling stories, teachers focus on listening to students' stories and not while doing other activities. Teachers are willing to take the time to serve students outside of class hours. Students can tell the teacher about any problem, such as problems with friends/lovers/parents. Teachers teach students to say the word help when they need help. Teachers teach students to say thank you when others have helped them.

Teachers try to understand the situation and conditions that are being experienced by students and provide positive affirmations for students to develop. With the empathy shown by teachers and administrative staff, students can experience a positive and supportive learning environment. When students are experiencing problems, the teacher provides a different perspective with the goal of students being able to see other points of view. When teachers show empathy to students, teachers help students to develop even better (Zivkovic, 2022).

The third highest dimension is reliability, having a score of 388.57 or an average score of 3.06. Teacher reliability to students is one of the important factors in building trust and safe space in the learning process. Teachers provide services to students in a timely manner to students. When the teacher says it takes two days to correct the student's assignment, the teacher must complete it in two days to fulfill his promise. However, when the teacher cannot fulfill his promise, the teacher teaches to apologize and explain the reason to the students. This method teaches students to be responsible for what is done and said.

Every teacher has a commitment to every class he teaches. The commitment is made to help teachers and students in the learning process to run smoothly. Every student who commits a violation in the commitment, will receive the consequences that have been agreed. For example, a teacher has a commitment to the class for students not to eat in class, when there are students who violate, they will be given consequences in the form of recording violations by students. Teachers try to answer students' questions quickly, precisely, and understood by students.

Fast and accurate service from teachers and administrative staff can provide students with an assessment that teachers and administrative staff are reliable. Teachers convey information related to their subjects directly to students because each teacher has a group on WhatsApp that aims to make it easier to convey information. Teachers help students who experience difficulties or problems in the

learning process, such as teachers providing remedial teaching before remedial for students in need. Students can ask or convey the problems experienced directly to the teacher concerned so that they can immediately get the solution.

When students need a letter, the administrative staff will provide services quickly, precisely, and thoroughly. Teachers provide accurate and up-to-date information so that students do not miss important information. Teachers can explain to students the curriculum currently used, namely Curriculum 13. The way teachers assess, learning achievements, and learning plans are conveyed to students. When going to hold a test, the teacher first checks whether the students have understood the material. Teachers provide fair and objective assessments or in accordance with existing provisions. When teachers set an example for discipline to students, it will help students take responsibility and discipline themselves.

The fourth highest dimension is tangibles, having a score of 385.87 or an average value of 3.04. Each class has chairs, desks, a set of computers, speakers, infocus, whiteboards, and lockers. However, this computer is slow when it is turned on and opens files, so it needs to update the software. There are some classes that are in-focus less clear when turned on. Schools need to pay attention to the WiFi speed in each classroom. Spacious classrooms and high ceilings make for good air circulation. A complete and comfortable classroom can help students and teachers in the learning process.

Supporting facilities such as science laboratories, computer laboratories, libraries, etc. can support the learning process of students. Teachers and administrative staff use uniforms that have been determined by the school with the aim that when serving students they use polite and neat clothes. Schools that maintain cleanliness can help students use the facilities provided. A well-maintained school environment provides a sense of comfort to students during the learning process.

The fifth dimension of the quality of education services (the lowest) is assurance with a score of 384.93 or an average score of 3.03. Teacher assurance to students is one of the important components in creating a safe and supportive learning environment. In school, there are several areas where CCTV is damaged, this makes students feel less safe. However, the school has security that guards the school and will go around the school at certain hours. Security does not allow outsiders to enter the school premises without permission. Students who will leave school during learning hours must obtain permission from the picket teacher.

Teachers have the ability to teach learning materials so that students are motivated to learn them. The teacher's ability to communicate with students can increase student motivation. Administrative staff have the ability and knowledge about the administration of the learning process so that they can help students who are confused. Teachers and administrative staff provide services with a smile even though sometimes students ask bad questions. Teachers provide opportunities for students to express their opinions even though their opinions may not be appropriate.

Students provide an assessment of the school where the student obtains information and the learning process. Students believe that when attending a certain school, the school can provide positive values, such as when using school uniforms or attributes, students feel part of the school and feel proud to be able to attend the school. Students consider this school to have a discipline based on Christian values so that it is in accordance with the vision of the school. Students choose this school because by attending school here students have clear limits because it is in accordance with the Bible. Students participate in worship at least once a month and begin learning by praying and listening to reflections. Students feel that starting the day with prayer can increase their sense of calm and security when participating in the learning process, especially when there are tests/quizzes/tests. Students assessed that each teacher in the school has their own way of teaching and handling students.

Students do not regret attending this school because the teacher does not care only about theory but if the material can be practiced, it will be practiced immediately. However, there are some teachers who tend to be monotonous in the learning process so that students feel that the material presented is not conveyed clearly. The services of teachers and administrative staff at the school are in accordance with the expectations of students because students expect teachers and administrative staff to serve professionally. Students feel quite satisfied with the services provided by the school. However, there needs to be improvements in terms of teaching methods and technological facilities to support the learning process. The process of teachers improving knowledge and ability can improve the quality of educational services.

The quality of education services has a significant influence on student satisfaction, which is 32%. With adequate facilities and infrastructure, teachers can help students in the learning process. Engaging learning can create a fun learning environment. Experienced and professional teachers are able to provide quality learning. Quality learning can increase students' motivation to learn. The learning process with the right teaching method will help students achieve their academic goals.

Academic learning is supported by the curriculum provided by the government. A curriculum that is well implemented by teachers can increase satisfaction in students in the learning process. Good school management can help create a safe and comfortable learning environment for learners. The safety and comfort of students can create a fun learning process. Teachers and parents who continue to communicate will monitor the process of students. Parental involvement in the learning process can help students increase their motivation to learn. And can encourage students to continue to develop.

The impact of high student satisfaction is an increase in learning motivation to be able to pursue achievements. Academic and non-academic achievements. Students are willing to participate in competitions held by schools and outside of school. Students become more enthusiastic to participate in every event or activity held by the school. Students also invite their friends to participate in events or competitions together. Satisfied students will be actively involved in anything at school.

In addition, there is also the impact of low student satisfaction, namely demotivation to learn. Students who are demotivated to learn tend to develop a sense of laziness to study. It is not uncommon for students to postpone doing their assignments. As a result of this delay, students do perfunctory assignments or the important thing is to collect. There are also students who are waiting to be reminded of their assignments and work at the last second. Procrastination and laziness can reduce students' learning achievement in school. However, schools have homeroom teachers and counseling guidance who will provide help to students. The coaching carried out can be in the form of counseling and summoning parents.

The quality of educational services is one of the important factors that affect student satisfaction. Therefore, schools can improve the quality of damaged facilities and infrastructure. Schools can provide seminars to teachers to improve their competence in teaching. Schools develop relevant curriculum and learning processes in accordance with the needs of students and in accordance with government regulations. The implementation of effective and efficient school management can provide satisfaction to students and teachers.

The school invites parents of students to be actively involved in the learning process. Activities carried out by the school, inviting parents to attend the activity. The school evaluates each activity carried out, whether the activity runs effectively or not. Evaluation of the quality of educational services is important because it can find out input from teachers, students, and parents. Creating a program that develops students' interests and talents will increase student satisfaction. Schools teach students to be

willing to share with others such as doing social services. In an effort to hold social activities, teachers will communicate to parents and involve parents in the process.

School image has a significant influence on student satisfaction, which is 36.5%. A positive school image can increase a sense of pride in students. A sense of pride can increase students' confidence in their school. A positive school image can attract the interest of prospective new students and there is an increase in the number of people who will register. A positive school image can increase students' motivation to learn. Increased learning motivation will spur students to excel in academics and non-academics.

Student achievement can improve the image of the school outside of school. School image is one of the important factors that affect student satisfaction. The school builds a positive school image through the publication of academic and non-academic achievements. Published school activities will be one of the promotions that are visible to others. Creating a fun learning environment will increase the school's positive image. The development of school culture such as greetings, greetings, and smiles (3S) is a characteristic of the school so that it can be easily remembered by students. A good relationship between the school and parents can provide a positive assessment of the school.

## CONCLUSION

Based on the results of the analysis and discussion, this study concluded that the quality of educational services has a positive and significant influence on student satisfaction at Private High School (SMA) "X" Bandung City with a total influence of 32.0%. In addition, school image also has a positive and significant influence on student satisfaction with a total influence of 36.5%. Overall, the quality of educational services and the school's image together have a positive and significant influence on student satisfaction with a total influence of 68.5%.

Based on the results of the study, it is recommended that schools provide continuous professional training and development for teachers to improve knowledge, skills, and pedagogy. Schools should also encourage teachers to participate in seminars, workshops, and conferences related to education, give awards to teachers who show good performance, and create a positive and respectful school culture. In addition, schools need to improve and maintain facilities and infrastructure, and develop the latest curriculum that focuses on students' learning needs and interests.

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