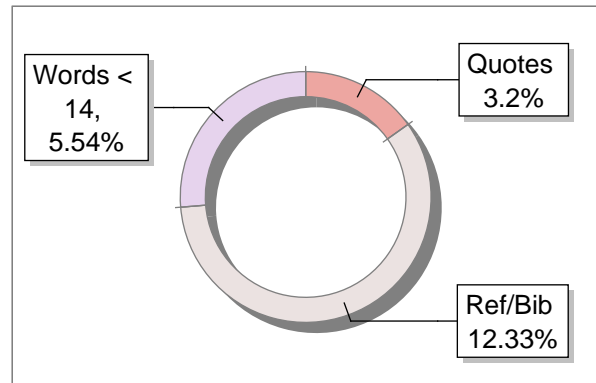
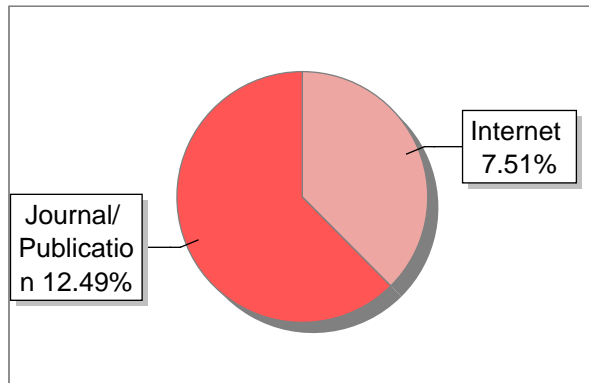
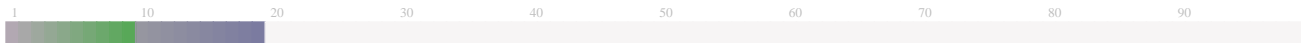


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Model of Student E-Loyalty Formation Through E-Service Quality and E-Satisfaction

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ABSTRACT

The increasingly intense competition in high education services is a major concern for universities to survive. One of the strategies universities can do to survive is the formation of student E-Loyalty through increasing student E-Service Quality and E-Satisfaction.

This study aims to examine the effect of E-Service Quality on student E-Satisfaction, the effect of E-Satisfaction on student loyalty and the effect of E-Service Quality on student E-Loyalty mediated by student E-Satisfaction. In addition, the results showed that E-Service Quality affects student E-Loyalty which is mediated by student E-Satisfaction. The results of this research prove that the model of forming student E-Loyalty can be achieved through student E-Service Quality can be achieved through E-Service Quality and E-Satisfaction of students of the Ahmad Dahlan University Faculty of Economics and Business Management Study Program.

The sample was determined by convenience sampling and purposive sampling methods. Data collection is done by giving a list of questions to respondents containing E-Service Quality, student E-Satisfaction and student E-Loyalty. The analytical tool used is Partial Least Square (PLS).

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1. Introduction

The post-Covid-19 pandemic that hit the world had a positive impact on various sectors. One of the institutions that has been positively affected is higher education. Universities must pay special attention to advancing higher education. The learning system in the post-covid-19 period provides an opportunity to implement blended learning that combines online and offline systems. With a blended learning system, universities will organize learning effectively, so that learning objectives will be achieved more quickly.

In organizing the blended learning process, universities are required to improve the quality of online services (E-Service Quality) to students. Evaluation of online service quality can be done by analyzing the perception of service quality received online by students. This

perception can be assessed whether or not student expectations are met. If student expectations are met, then online student satisfaction will occur (E-Satisfaction). Conversely, if student expectations are not met, online student dissatisfaction will occur.

Online student loyalty (E-Loyalty) has an important meaning in building long-term relationships between universities and students. Student E-Loyalty has an important role in building relationships, especially in service businesses that are full of uncertainty, risk, and lack of information between interconnected parties (Jasfar, 2009).

Good online service quality will increase online satisfaction (E-Satisfaction). Increased online service quality and online satisfaction will have an impact on increasing the formation of E-Loyalty. This means that the achievement of Student E-Loyalty will be determined by the quality of online services and online satisfaction (Al-dweeri et.al, 2017; Riza and Sutopo, 2017).

Universities as organizations in the field of educational services are required to provide quality online services that satisfy students both at the university, faculty and study program levels. Online service quality includes both academic and non-academic services. Academic service quality is in the form of services in the fields of education, teaching, research and study program services. While the quality of non-academic services in the form of facilities, infrastructure, and other resources of higher education.

2. Literature Review and Hypothesis Development

Electronic Service Quality (E-Service Quality)

Electronic Service Quality (E-Service Quality) can be defined by Parasuraman et.al. (2005) how far online sites are able to facilitate the process of shopping, purchasing and delivering products effectively and efficiently. Advances in information technology play an important role in service quality such as speed, reliability and security. In this case, service quality emphasizes the quality of service provided to consumers or customers interactively through website-based information technology (Pudjarti et. al., 2019). In addition, E-Service Quality is intended to develop and evaluate service quality based on internet networks, (Al-dweeri et.al., 2017).

Tjiptono (2019) defines service quality as the level of excellence expected and control over that level of excellence to meet customer desires. Tjiptono (2019) defines customer satisfaction as an attitude that is decided based on the experience gained. Meanwhile, Cronin and Taylor (1992) define service quality as customer perceptions of quality as performance. Cronin and Taylor (1992) prove that service quality is determined by the performance of these services.

Jusoh et.al. (2004) found that the quality of college services is determined by 6 factors, namely: tangibles, competence, attitude, content, delivery and reliability. The results of this study are a review of previous researchers Parasuraman et.al. (1985; 1988), Hill (1995) and Kamal and Ramzi (2002).

Electronic Satisfaction (E-Satisfaction)

Electronic Satisfaction (E-Satisfaction) is the customer's feelings related to the previous purchase experience with the company online (Anderson and Srinivasan (2003). In addition, Kim et.al. (2009) defines E-Satisfaction as the accumulation of satisfaction felt by consumers from each purchase and experience of consuming products over time on an online site. Online customer satisfaction has an important role in winning the market competition of a company (Al-dweeri et.al, 2017).

Kotler (1997) defines customer satisfaction as the level of a person's feelings after comparing the performance (results) he feels compared to his expectations. In general, customer expectations are customer estimates or beliefs about what they will receive if they

buy or consume a product. Meanwhile, perceived performance is the customer's perception of what he receives after consuming the purchased product (Tjiptono, 1996).

Meanwhile, according to the American customer satisfaction index model, overall customer satisfaction is determined by the factors of perceived value, perceived quality and customer expectations. Overall customer satisfaction has behavioral consequences in the form of customer complaints and customer loyalty (Fornell, et.al., 1996). In addition, Kelsey and Bond (2001) define customer satisfaction as the results achieved when the services or goods produced can meet customer needs and expectations for a long period of time. In their study, Kelsey and Bond (2001) found several determinants of customer satisfaction in educational services consisting of 32 items.

Electronic Loyalty (E-Loyalty)

E-Loyalty is a customer preference and commitment to an online site that will have an impact on repeat purchases on the online site (Srinivasan et.al, 2002; Sativa and Astuti, 2016). In addition, Srinivasan et.al. 2002) suggests that E-Loyalty is a favorable customer attitude in online business, so that it will result in repurchase behavior.

E-Loyalty is one of the important factors in efforts to strengthen and improve competitiveness in the market, so that it will increase sustainable competitive advantage (Choi and Mai, 2018). In addition, managing loyal customers has high potential in an effort to increase future sales volumes, so that it will increase company profits in the long term (Prisanti, et.al, 2017). Thus E-Loyalty has an important role in determining customer attitudes about their commitment to make repeat purchases and recommend to potential new consumers (Pradnyaswari, and Aksari, 2020).



The influence of E-Service Quality on E-Satisfaction

14 based on the theory of consumer behavior according to Kotler and Keller (2009), the quality of electronic services is a form of marketing stimulus that can influence consumer behavior. service quality, which is a form of marketing stimulus, can influence post-purchase behavior in the form of satisfaction. post-purchase behavior in the form of satisfaction. Customer satisfaction can be caused by providing good products and service quality from the company, often companies that have a high level of satisfaction also provide high service quality (Tjiptono, 2014). high satisfaction also provides high service quality (Tjiptono, 2014). Some research that has been done before proves this theory, namely the results of research by Permana and Djatmiko (2018) which shows that the dimensions of electronic service quality simultaneously influence customer satisfaction. dimensions have a simultaneous effect on customer satisfaction. Then, test research influence by Ali et al., (2021) and Dhingra et al., (2020) also show that the quality of electronic services has a significant effect on satisfaction. 12 6

electronic services have a significant effect on satisfaction. Based on this description then the following hypothesis can be formulated:

H₁: E-Service Quality has a significant effect on E-Satisfaction

The influence of E-Satisfaction on student E-Loyalty

Based on the theory according to Kotler and Keller (2009), highly satisfied customers often stick to a product for a longer period of time, make repeat purchases when the company offers new products or updates to previous products, say good reviews about the company to others, are not sensitive to price changes and do not pay too much attention to competing brands. The evaluation and assessment process after using the product in the form of satisfaction or dissatisfaction form a perspective on customers. When perspective of the experience is satisfying, then there is an attitude of customer loyalty to a product or brand (Rangkuti, 2017). A product or brand (Rangkuti, 2002). Some research that has been done before previously showed that customer satisfaction has an influence on customer loyalty. customers. The results of research conducted by Kahwaji and Mubayed (2016) show that the customer satisfaction variable has a significant effect on customer loyalty.

Research conducted by Sundaram et al., (2017) and Wirapraja et al., (2021) also shows that customer loyalty is significantly influenced by customer satisfaction. that customer loyalty is significantly influenced by customer satisfaction. Based on description, the following hypothesis can be formulated:

H₂: E-Satisfaction has a significant effect on student E-Loyalty

The effect of E-Service Quality on student E-Loyalty mediated by E-Satisfaction

Good electronic service quality can lead to customer satisfaction. Customer satisfaction is a very valuable asset for Traveloka students can mediate between electronic service quality and student loyalty. Students who are satisfied with the electronic service quality provided can recommend it to others so that it can create customer loyalty.

Based on description, the following hypothesis can be formulated:

H₃: E-Service Quality has a significant effect on student E-Loyalty which is mediated by E-Satisfaction

3. Research Methods

The type of research used in this research is explanatory research with the population in this study are students of the Management Study Program, Faculty of Economics and Business, Ahmad Dahlan University Yogyakarta. The sample was determined by Convenience sampling method and purposive sampling method. Convenience sampling is a method for selecting members of the population who are easiest to meet and ask for information (Hadi, 1987). While purposive sampling is a sample selection method based on certain considerations (Cooper and Emory, 1995; Babbie, 1995). Primary data is obtained directly from the answers of respondents who fill out a questionnaire with a Likert scale (score 1-5).

In this study, the sample size was determined to be at least 100 respondents. The determination of this sample size is based on the opinion of Roscoe in Sekaran (1992) which states that the number of samples greater than 30 and less than 500 respondents in some

studies is representative. The instruments used in this study were tested for validity and reliability to produce quality data (Huck and Cormier, 1996).

Instrument testing has been carried out with validity and reliability tests. The test results show that the questionnaire has met the criteria. The analysis techniques used are descriptive and inductive analysis. The inductive analysis tool used is SmartPLS Version 3.0. Hypothesis testing is done by comparing the p value with a critical value of 0.05.

4. Results and Discussion

Validity Test

Table 1
Convergent Validity Test

| Variabel | Item | Loading Factor | AVE | Keterangan |
|------------------------|------|----------------|-------|------------|
| E-Service Quality | X.1 | 0.812 | 0.619 | Valid |
| | X.2 | 0.834 | | Valid |
| | X.3 | 0.832 | | Valid |
| | X.4 | 0.845 | | Valid |
| | X.5 | 0.760 | | Valid |
| | X.6 | 0.774 | | Valid |
| | X.7 | 0.823 | | Valid |
| | X.8 | 0.823 | | Valid |
| | X.9 | 0.703 | | Valid |
| | X.10 | 0.735 | | Valid |
| | X.11 | 0.711 | | Valid |
| | X.12 | 0.776 | | Valid |
| Student E-Loyalty | Y.1 | 0.770 | 0.732 | Valid |
| | Y.2 | 0.879 | | Valid |
| | Y.3 | 0.859 | | Valid |
| | Y.4 | 0.909 | | Valid |
| Student E-Satisfaction | Z.1 | 0.785 | 0.685 | Valid |
| | Z.2 | 0.846 | | Valid |
| | Z.3 | 0.812 | | Valid |
| | Z.4 | 0.786 | | Valid |
| | Z.5 | 0.855 | | Valid |
| | Z.6 | 0.829 | | Valid |
| | Z.7 | 0.874 | | Valid |

Source: SmartPLS Output Result

Based on table 1 above, it is known that the loading factor value produced by each indicator is more than 0.7 and the AVE value is more than 0.5. Thus these indicators are declared valid as measures of latent variables.

Reliability Test

Table 2
Composite Reliability Test

| Variabel | Cronbach's Alpha | Composite Reliability |
|-------------------|------------------|-----------------------|
| Student E-Loyalty | 0.877 | 0.916 |

| | | |
|-------------------------------|--------------|--------------|
| Student E-Satisfaction | 0.923 | 0.938 |
| E-Service Quality | 0.944 | 0.951 |

Source: SmartPLS Output Results

Based on table 2 above, it can be seen that the composite reliability value of all research variables is > 0.7 and Cronbach Alpha > 0.7 . These results indicate that each variable has met the composite reliability and Cronbach alpha so that it can be concluded that all variables have a high level of reliability. So that further analysis can be carried out by checking the goodness of fit of the model by evaluating the inner model.

Model Structural (Inner Model)



Figure 1. Structural Model

Source: SmartPLS Output Results

R-Square

Table 3
 R-Square Testing Results

| Variabel | R-Square | R-Square Adjusted |
|--------------------------|----------|-------------------|
| E-Loyalty Mahasiswa | 0.483 | 0.480 |
| E-Satisfaction Mahasiswa | 0.651 | 0.649 |

Source: SmartPLS Output Results

Based on table 3 above shows the R-Square value of the Student E-Loyalty variable of 0.483, this value means that the Student E-Loyalty variable can be explained by the independent variables by 48.3% and the remaining 51.7% can be explained by other variables not contained in this study.

While the R-Square value of the Student E-Satisfaction variable is 0.651, this value means that the Student E-Satisfaction variable can be explained by the independent variables by 65.1% and the remaining 34.9% can be explained by other variables not contained in this study.

Hypothesis Testing

Table 4
 Hypothesis Testing Results

| Variables | Original | Sample | Standard | T Statistics | P Values |
|-----------|----------|--------|----------|--------------|----------|
|-----------|----------|--------|----------|--------------|----------|

| | Sample (O) | Average (M) | Deviation (STDEV) | (O/STDEV) | |
|--|------------|-------------|-------------------|-------------|-------|
| E-Service Quality -> Student E-Satisfaction | 0.807 | 0.810 | 0.039 | 20.611 | 0.000 |
| Student E-Satisfaction -> Student E-Loyalty | 0.695 | 0.700 | 0.064 | 10.884 | 0.000 |
| E-Service Quality -> Student E-Satisfaction -> Student E-Loyalty | 0.561 | 0.567 | 0.058 | 9.593 | 0.000 |

Source: SmartPLS Output Results

In PLS, statistical testing of each hypothesised relationship is carried out using simulation. In this case, it is done with the bootstrapping method on the sample. The following are the results of the PL bootstrapping analysis as follows:

The results of testing the first hypothesis, namely the Effect of E-Service Quality on Student E-Satisfaction, show a coefficient value of 0.807, a p-value of $0.000 < 0.05$ and a t-statistic of $20.611 > 1.960$. These results indicate that E-Service Quality Affects Student E-Satisfaction. So that the hypothesis which states that "E-Service Quality Has a Positive and Significant Effect on Student E-Satisfaction" is accepted.

The results of testing the second hypothesis, namely the Effect of Student E-Satisfaction on Student E-Loyalty, show a coefficient value of 0.695, a p-value of $0.000 < 0.05$ and a t-statistic of $10,884 > 1,960$. These results indicate that Student E-Satisfaction Affects Student E-Loyalty. So that the hypothesis which states that "Student E-Satisfaction Has a Positive and Significant Effect on Student E-Loyalty" is accepted.

The results of testing the third hypothesis, namely the Effect of E-Service Quality on Student E-Loyalty Mediated by Student E-Satisfaction, show a coefficient value of 0.561 p-values of $0.000 < 0.05$ and a t-statistic of $9,593 > 1,960$. These results indicate that E-Service Quality Affects E to Student E-Loyalty Mediated by Student E-Satisfaction. So that the hypothesis which states that "Student E-Satisfaction is able to mediate the effect of E-Service Quality on Student E-Loyalty" is accepted.

5. Conclusion

The results of this research prove that the model of forming student E-Loyalty can be achieved through student E-Service Quality can be achieved through E-Service Quality and E-Satisfaction of students of the Ahmad Dahlan University Faculty of Economics and Business Management Study Program.

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