

# The Impact of Service Quality and Institutional Image on Students' Behavioral Intentions in Accredited Madrasah Aliyah (Islamic Senior Secondary School) in Malang, Indonesia

Imdad Rabbani<sup>1✉</sup>, Wahidmurni<sup>1</sup>, Indah Aminatuz Zuhriyah<sup>1</sup>

<sup>1</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Corresponding author: 200106320006@student.uin-malang.ac.id

## ABSTRACT

**Purpose** – This study aims to examine the influence of service quality and institutional image on the behavioral intention of students at Madrasah Aliyah (Islamic Senior Secondary School) accredited A in Malang. Understanding these factors is crucial for educational institutions to maintain their reputation and competitive edge by influencing student perceptions positively, thereby fostering behaviors that benefit the institution, such as recommendations and continued enrollment.

**Design/methods/approach** – This correlational research employs a quantitative approach with data collected through online surveys. The sample consists of 354 students from accredited Madrasah Aliyah in Malang, selected using proportionate random sampling. The study analyzes the relationships between service quality, institutional image, and students' behavioral intention using multiple linear regression.

**Findings** – The results reveal a significant positive impact of both service quality ( $\beta = 0.089$ ,  $p < 0.001$ ) and institutional image ( $\beta = 0.146$ ,  $p = 0.010$ ) on students' behavioral intention. The combined influence of these variables accounts for 64.6% of the variance in behavioral intention, suggesting that improvements in these areas are likely to enhance student loyalty and advocacy.

**Research implications** – These findings underscore the importance of managing service quality and institutional image to foster positive behavioral intentions among students, which in turn can lead to increased student retention and attraction. The study also suggests further research into other factors influencing student behavior and expanding the application of these findings to other educational settings

## ARTICLE HISTORY

Received 26 January 2024

Revised 8 March 2024

Accepted 30 June 2024

## KEYWORD:

Service Quality, Institutional Image, Behavioral Intention, Madrasah Aliyah, Educational Management



Jurnal Pendidikan Islam

## 1. Introduction

Educational institutions play a crucial role in maintaining their existence and public trust as centers for learning and national intellectual development. This trust is manifested through the institutions' ability to attract and retain students, which serves as an indicator of their success in meeting students' expectations and needs. Consequently, educational institutions need to understand and manage students' perceptions and behaviors with the aim of fostering positive behavioral intentions—specifically, the desired and beneficial behavioral tendencies for the institution. Studying behavioral intention is important because it can predict actual student behavior, which has implications for the sustainability and success of educational institutions.

Previous research has demonstrated that to comprehensively understand student behavior, it is necessary to examine students' perceptions of educational products or services, as well as their behavioral intentions and actual purchase behavior (Wee, 2014). Behavioral intention is considered a direct predictor of individual behavior (Baker & Crompton, 2015) and, in the context of education, it can



This is an open-access article under the CC BY-NC license

*How to Cite:* Rabbani, I., Wahidmurni, & Zuhriyah, I. A. (2024) The Impact of Service Quality and Institutional Image on Students' Behavioral Intentions in Accredited Madrasah Aliyah (Islamic Senior Secondary School) in Malang, Indonesia, 13(1), 23-33. <https://doi.org/10.14421/jpi.2024.131.23-33>

also serve as an indicator of an institution's profitability. Behavioral intention is often a consequence of students' perceptions of the quality of services provided (Boulding et al., 1993).

Educational institutions that can maintain high service quality and a positive image are more likely to achieve desired outcomes, such as student recommendations, the dissemination of positive information to external parties, and increased student loyalty to the institution (Alma, 2009). High-quality services in education not only enhance student satisfaction but also strengthen the institution's competitiveness amidst inter-school competition (Sadat, 2011). However, existing research tends to inadequately address the factors that shape behavioral intention from the perspective of institutional image, even though a positive image can encourage students to provide positive recommendations to others.

Theoretically, high-quality services should result in positive behavioral intentions, consistent with the theory that high perceptions of service quality lead to favorable behavioral intentions (Keller & Hidayati, 2013). Conversely, undesirable behavioral intentions are often caused by negative perceptions of service quality. Therefore, measuring the quality of services provided by educational institutions is of paramount importance. This service quality can be assessed through quality assurance mechanisms in each educational institution, aimed at evaluating the extent to which schools or madrasahs deliver good services to their customers.

Deficiencies in providing excellent services, particularly in madrasahs, can lead to low public interest in continuing education at these institutions. Statistical data from the Republic of Indonesia shows that madrasah aliyah (Islamic Senior Secondary School) ranks last with a total of 9,827 units (Annur, 2023), indicating that there is significant room for improvement in terms of service quality and institutional image.

Other studies have shown that institutional image is one of the important variables in shaping behavioral intention. A good institutional image can have a positive impact on students' behavioral intentions toward the school, where students may be willing to pay more to receive education from an institution with a positive image (Maholtra, 2009). In the context of internet services, behavioral intention is also influenced by brand trust, indicating that trust and experience play important roles in customer decision-making (Chaudhuri & B.H., 2009). However, this research has primarily focused on the aspects of products and services in the trade sector, rather than in education.

Therefore, this study aims to extend previous research by applying the concept of behavioral intention in the context of education. The focus of this research is to measure and analyze the influence of service quality and institutional image on the behavioral intentions of students at A-accredited Madrasah Aliyah in Malang City. The research questions addressed in this study include: 1) Does the quality of educational institution services significantly affect students' behavioral intentions? 2) Does the institutional image significantly affect students' behavioral intentions? 3) Do service quality and institutional image together significantly affect students' behavioral intentions?

This research is conducted at Madrasah Aliyah, which has been accredited with excellence in Malang City and is considered to have a good reputation and proven service quality. Thus, this study is expected to provide both theoretical and practical contributions to understanding how service quality and institutional image influence students' behavioral intentions, particularly in Islamic educational institutions in Indonesia.

## 2. Methods

This study employs a correlational research design, aiming to examine the relationship between service quality and the institutional image of educational institutions on students' behavioral intentions. The research adopts a quantitative approach, with data collected through a survey technique. The instrument used for data collection is an online questionnaire administered to students. The data source

is primary data. The population of this study comprises students from A-accredited Madrasah Aliyah (Islamic Senior Secondary School) in Malang City, with a sample size of 354 students drawn from a population of 3,095. The sampling technique used in this study is proportionate random sampling, which is more efficient than methods requiring identification of every unit in the population and ensures that the sample reflects the variation and characteristics of the entire population, thereby allowing the results to be generalized back to the original population. The following table provides data on the A-accredited Madrasah Aliyah in Malang City:

**Table 1.** List of A-Accredited Madrasah Aliyah in Malang City (Dapodikbud, 2023)

No	Name of Madrasah	Number of Students	Accreditation Details	Sample Size (ni)
1	State Islamic Senior High School of 1 Malang City	1070	1359/BAN-SM/SK/2022	$1070/3095 \times 354 = 123$
2	State Islamic Senior High School of 2 Malang City	1211	359/BAN-SM/SK/2022	$1211/3095 \times 354 = 139$
3	Muhammadiyah Islamic Senior High School of 1 Malang	186	1347/BAN-SM/SK/2021	$186/3095 \times 354 = 21$
4	Islamic Senior High School of Hidayatul Mubtadiin	100	1453/BAN-SM/SK/2022	$100/3095 \times 354 = 11$
5	Islamic Senior High School of Nurul Ulum	442	1179/BAN-SM/SK/2021	$442/3095 \times 354 = 51$
6	Islamic Senior High School of Al Hayatul Islamiyah	86	1179/BAN-SM/SK/2021	$86/3095 \times 354 = 9$
	TOTAL	3095		354 Students

Note (Hardani et al., 2020):

$$n = N / (N.D^2 + 1)$$

$$ni = (Ni/N) * n$$

Where:

n: Number of sample members

N: Total population

D: Precision (5%)

Ni: Number of population members according to the stratum

ni: Number of sample members according to the stratum

This study involves three variables: two independent variables (X) and one dependent variable (Y). These variables are further broken down into several sub-variables, which are then operationalized through specific indicators as suggested by various experts. The following table lists the variables along with their respective indicators:

**Table 2.** Operational Definitions of Variables

Variable	Measurement Dimension	Indicator
Service Quality in Education (X1) (Berry & A, 1991)	X1.1 Tangibles	Educational facilities, Clean and tidy classrooms, Neat appearance of teachers and staff, etc.
	X1.2 Reliability	Competent teaching, Objective assessments, Discipline of teachers & staff, etc.
	X1.3 Responsiveness	Prompt and accurate service, Availability and activeness of counseling, Timely academic progress reports, etc.
	X1.4 Assurance	Alignment of vision with stakeholders' expectations, Good accreditation, Reputable madrasah, etc.
	X1.5 Empathy	Good communication skills, Teacher's concern for student needs, Willingness of staff to handle issues, etc.
Institutional Image (X2) (Kotler & L.K., 2013)	X2.1 Uniqueness	Unique programs, Islamic Boarding school, Olympic development programs, etc.
	X2.2 Brand Benefit and Competence	Islamic values that instill pride, Positive perception by parents and society, etc.

	X2.3 Brand Personality	Sincerity, Excitement, Competence, Sophistication, Ruggedness, etc.
	X2.4 Brand Identity	Memorable madrasah, Well-known madrasah name, etc.
Behavioral Intention (Y) (Saha & Theingi, 2009)	Y1.1 Word-of-Mouth (WOM)	Student communication of information and recommendations about the madrasah to others.
	Y1.2 Repurchase Intention (RPI)	Students continuing to use the institution's services, Future use of the institution's services, etc.
	Y1.3 Feedback (FDB)	Student complaints or compliments regarding the services provided by the madrasah.

For data analysis, several methods are employed. Instrument testing involves validity and reliability tests to ensure the instrument is valid and reliable. Data is considered reliable if the Cronbach's alpha ( $\alpha$ ) for the variable is greater than 0.60; otherwise, the variable is deemed unreliable.

After obtaining valid and reliable instruments, hypothesis testing prerequisites are conducted, including normality and heteroscedasticity tests. The normality test can be performed using the Kolmogorov-Smirnov test; if the test results are significant ( $p < 0.05$ ), the data indicates normality or non-normality. The heteroscedasticity test examines whether there is unequal variance from residuals across observations in the regression model. Heteroscedasticity is indicated if the correlation significance is less than 0.05 (5%); otherwise, non-heteroscedasticity or homoscedasticity is indicated.

For hypothesis testing, the study employs the F-test to assess the simultaneous influence of the independent variables on the dependent variable. If the probability value is less than 0.05, it can be stated that the hypothesis regarding the simultaneous influence of the independent variables (X) on the dependent variable (Y) is accepted. The t-test is used to determine whether the influence of independent variables on the dependent variable is significant on an individual (partial) basis. If the t-value exceeds the critical t-value at a 5% error level (0.05), a significant influence exists between the independent variable (X) and the dependent variable (Y). Lastly, the study uses the R<sup>2</sup> Determination Test to measure how well the model explains the variation in the dependent variable (Creswell, 2008).

### 3. Results

In this study, multiple linear regression analysis was used to determine the extent of the influence of independent variables, including Service Quality (X1) and Institutional Image (X2), on the dependent variable, namely Behavioral Intention (Y). The results of the multiple linear regression analysis in this study are as follows:

**Table 3.** Multiple Linear Regression Analysis

Variable	B	T	Sig.	Interpretation
Constant	5.266	1.832	0.069	
Service Quality (X1)	0.089	4.186	0.000	Significant
Institutional Image (X2)	0.146	2.609	0.010	Significant
Adjusted R Square	0.323			
Std. Error of the Estimate	1.159			
F-statistic	31.261			
Sig. F	0.000			
N	354			

Based on this regression equation, the constant value is 5.266, which means that if the values of Service Quality (X1) and Institutional Image (X2) are 0, the value of Behavioral Intention (Y) would be 5.266. When interpreted in the context of the research problem, this implies that even if the quality of services and institutional image do not influence students' behavioral intention, the behavioral intention still remains positive, suggesting a low probability of no influence, with the positive sign indicating an increase in students' behavioral intention.

The regression coefficient for the Service Quality variable (X1) is positive, with a value of 0.089, indicating that for every 1% increase in the Service Quality variable (X1), Behavioral Intention increases by 0.089%. The positive regression coefficient signifies a direct relationship between service quality and institutional image in educational institutions, implying that an improvement in service quality will lead to an increased tendency for students to give positive feedback and recommendations regarding the educational institution.

Similarly, the regression coefficient for the Institutional Image variable (X2) is positive, with a value of 0.146, meaning that every 1% increase in the Institutional Image variable (X2) results in a 0.146% increase in Behavioral Intention. This positive regression coefficient also indicates a direct relationship between institutional image and students' behavioral intention, suggesting that an improvement in the institutional image will also enhance students' behavioral intention.

Moreover, the F-test was used to assess the combined (simultaneous) contribution of the independent variables to the dependent variable (Arifin, 2011; Hardani et al., 2020). The F-value is compared with the F-table value, with a significance level of 0.05 (5%). If the significance value is less than 0.05, it can be concluded that the independent variables have a simultaneous effect on the dependent variable. The SPSS output for the F-test is shown in the following table:

**Table 4: F-Test Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	84.010	2	42.005	31.261	0.000
Residual	167.959	125	1.344		
Total	251.969	127			

Based on the statistical data processing, the df value is 2,125, yielding an F-table value of 3.07. The calculated F-value is 31.261, which is greater than the F-table value ( $31.261 > 3.07$ ). The significance value obtained from the SPSS output is 0.000, which is less than the 0.05 (5%) significance level. This result serves as a benchmark for concluding that service quality and institutional image of educational institutions have a significant simultaneous effect on students' behavioral intention.

Next, the T-test was conducted to determine whether the independent variables individually (partially) affect the dependent variable. A significance level of 0.05 (5%) was used. If the significance value is less than the confidence level, the alternative hypothesis is accepted, indicating that service quality is partially related to behavioral intention, and institutional image is also partially related to behavioral intention. The T-test results are shown in the following table:

**Table 5. T-Test Results**

Variable	T	Sig.	Interpretation
X1 (Service Quality)	4.186	0.000	Significant
X2 (Institutional Image)	2.609	0.010	Significant

Table 5 shows that the calculated T-value for X1 (Service Quality) is 4.186 and for X2 (Institutional Image) is 2.609, with significance levels of 0.000 and 0.010, respectively. Since the calculated T-value is greater than the T-table value (1.979) and the significance values are less than 0.05, it can be concluded that there is a significant partial effect of both the Service Quality and Institutional Image variables on students' Behavioral Intention.

The extent of the influence of the independent variables (Service Quality and Institutional Image) on the dependent variable (Behavioral Intention) can be determined through the Coefficient of Determination ( $R^2$ ) test. The coefficient of determination cannot be used if the F-test analysis result is not significant. The statistical calculation results related to the coefficient of determination are as follows:

**Table 6.** Coefficient of Determination ( $R^2$ ) Results

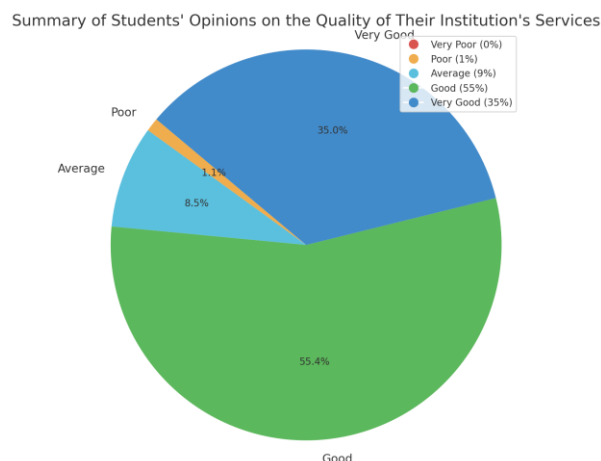
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.804a	0.646	0.640	0.575

Based on the statistical calculation results for the coefficient of determination, the R-square value is 0.646. This R-square value is derived from squaring the correlation coefficient (R), which is  $0.803 \times 0.803 = 0.646$ . The coefficient of determination (R-square) is 0.646 or 64.6%. This figure indicates that the Service Quality (X1) and Institutional Image (X2) variables simultaneously (together) influence the Behavioral Intention (Y) variable by 64.6%. The remaining 35.4% (100% - 64.6%) is influenced by other variables outside of this regression equation or by variables that were not studied.

## 4. Discussion

### 4.1. The Influence of Educational Service Quality on Students' Behavioral Intention

The findings from this study indicate a positive and significant influence of service quality, encompassing several dimensions—tangibles, reliability, responsiveness, assurance, and empathy—on students' behavioral intention. This is also evidenced by the high levels of positive feedback from Madrasah Aliyah (Islamic Senior Secondary School) students in Malang City, with 196 and 124 students (representing "Good" and "Very Good" responses, respectively) expressing satisfaction with the quality of services provided by their institutions.



**Figure 1.** Summary of Students' Opinions on the Quality of Their Institution's Services

Based on this data, it can be concluded that, in general, students at top-performing Madrasah Aliyah in Malang City are satisfied or agree with the quality of services provided by their educational institutions. The majority of students express satisfaction with the quality of services, which is demonstrated by clean, tidy, and comfortable teacher and classroom environments. This satisfaction or positive perception of service quality is also evidenced by the increasing number of students enrolled each year, as indicated by the rising enrollment figures and the high recognition of diplomas issued by A-accredited Madrasah Aliyah for further education or employment (Admin, 2022). Students also actively promote their educational institutions, driven by the adequate educational facilities, the responsiveness and professionalism of teachers and staff, and the madrasah's ability to place students in top universities (Admin, 2021).

The findings of this study support previous research, which asserts that service quality has a positive and significant impact on behavioral intention and contributes new knowledge relevant

to the application of these variables in education. One such study states that excellent service leads to customer satisfaction, encouraging repeat usage, recommendations to friends, and positive affirmation that the staff have done their jobs well (Jiewantoa et al., 2010).

Further evidence supporting the relevance of service quality to behavioral intention is found in studies on postgraduate students at an Islamic university in Malang, where credible and up-to-date information systems significantly contribute to student satisfaction, leading to increased student numbers annually (Rozabiyah, 2019). This tested theory is not confined to education but is also relevant in business economics. Research has shown a connection between the quality of women's beauty products offered by Charles & Keith at Mall Ratu Indah Makassar and high sales and consumer trust (Syamnarila et al., 2022). A key factor in the company's ability to attract a high level of consumer interest was understanding consumer behavior patterns to avoid using assisted marketing techniques, thus driving customer satisfaction through exemplary service.

In another domain, research supports this hypothesis by showing that customer satisfaction with the performance of LCC airline services positively influences customers' intention to repurchase and recommend the airline to others, thereby increasing the number of LCC airline customers as they consistently maintain high service standards (Silvia, 2013). Similar findings were reported by Mauliza & Nizam (2017), who noted that the increase in airline customers is influenced not only by service quality but also by ticket price affordability. Numerous other studies reinforce the hypothesis that improved service quality leads to a higher likelihood of repeat usage and positive behavioral intentions, as observed in food products (Anjarsari et al., 2018) and (Salim et al., 2017).

#### 4.2. The Influence of Institutional Image on Students' Behavioral Intention

The study also reveals that the institutional image has a positive and significant effect on students' behavioral intention in A-accredited Madrasah Aliyah in Malang City. This finding is supported by the results of multiple linear regression analysis. The analysis suggests that students at top-performing Madrasah Aliyah in Malang City generally have a high perception of their behavioral intention towards their educational institutions.

The statistical results further illustrate how students at A-accredited Madrasah Aliyah in Malang City perceive their institutions' image, with 219 respondents rating it as "Good" and 106 as "Very Good." Only 22 and 7 students rated the image as "Average" and "Poor," respectively. From this data, it can be concluded that most respondents—students at top-performing Madrasah Aliyah in Malang City—are satisfied or agree with the brand image presented by their educational institutions.

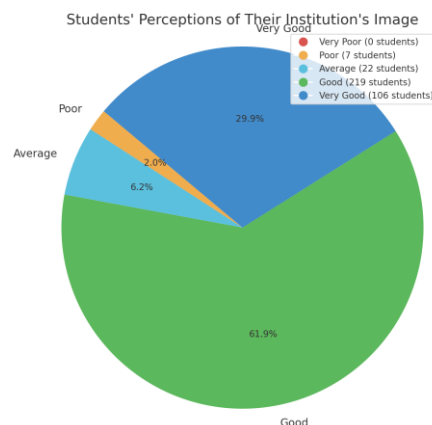


Figure 2. Students' Perceptions of Their Institution's Image

This study supports research that indicates brand image, trust, and awareness have a significant positive impact on behavioral intention through brand preference, customer perceived value, and satisfaction (Chang & Tu, 2005). The findings provide new insights, suggesting that students, as consumers in the education sector, will recommend or offer positive advice to others about an institution if it has a strong image. This is evidenced by the many successful outcomes of educational institutions, such as graduates being accepted into prestigious universities or obtaining employment in their fields. For example, one research site involved in this study demonstrated that strong institutional quality led to many graduates receiving LPDP scholarships abroad (Kemenag, 2023).

Another study revealed that high public trust in online zakat institutions as a channel for zakat distribution is also due to the positive public perception of the institution's image. As the institution's image improves, the public also views its services as optimal (Syifa & Ratnasari, 2020). Similarly, in higher education, institutional image is associated with universities that have national or international reputations. Students feel proud and happy when discussing universities with such reputations, as these institutions foster an academic culture that enhances students' behavioral intention (Budiarti et al., 2018).

Thus, this finding supports Setiadi's theory in Sondakh, which states that institutional image is the basis for customers to make purchases. With a good institutional image, customers can easily recognize the products or services they will purchase, assess their quality, and recommend them to others through word-of-mouth (a component of behavioral intention) (Sondakh, 2014). Consequently, strengthening this theory across various research segments reinforces the importance for educational institution policymakers to maintain a positive public perception to ensure that external customers remain loyal to their educational services.

#### **4.3. *The Influence of Service Quality and Institutional Image on Students' Behavioral Intention***

In this study, students' behavioral intention refers to their response or reaction to services or processes such as effective teaching and learning, adequate facilities, and the institution's positive image, which motivate them to share positive feedback with the broader community about the educational institution. Behavioral intention can also stem from students' satisfaction with their school's ability to meet their educational needs and their desire to achieve and continue to higher education levels. Thus, satisfaction reflects the fulfillment of students' expectations and needs, which forms the basis for their response in promoting their educational institution to others.

Based on the coefficient of determination ( $R^2$ ) analysis, which shows an R square value of 0.646 or 64.6%, it can be interpreted that 64.6% of students at A-accredited Madrasah Aliyah in Malang City have a relatively high perception of the influence of service quality and institutional image on their behavioral intention at their respective institutions, with the remaining 35.4% influenced by other dimensions.

This study's findings align with the research by Baker & Crompton (2002), which claims that the image of higher education institutions is derived from customers' perceptions of their capabilities and social responsibilities. They demonstrated that institutional image, coupled with service quality, correlates with the provision of high-quality services, and the better the institution's accreditation (service quality), the better its image in the public's eyes. The study shows that many students are attracted to a campus because 67% of the decision is influenced by word-of-mouth from students recommending the institution to others, which affects students' overall behavioral intention.

Based on the explanation and description of the influence of service quality and institutional image on students' behavioral intention, both partially and simultaneously, it can be concluded that



the service quality provided by the educational institution or madrasah and the positive institutional image held by the madrasah influence students' behavioral intention. Therefore, madrasahs should continuously improve service quality to meet the expectations and needs of stakeholders, particularly students, who directly experience the services. This is essential to maintaining competitiveness in the academic arena, attracting new students, and ensuring that existing students remain satisfied with their educational institutions. This research can help guide and encourage madrasahs to explore and understand students' behavior and perceptions of the services provided by their institutions to foster the desired positive behavioral intentions, ultimately benefiting the institution.

## 5. Conclusion

The conclusions drawn from this study indicate that service quality and institutional image have a significant impact on students' behavioral intentions when choosing A-accredited Madrasah Aliyah (Islamic Senior Secondary School) in Malang City. Both variables, whether considered individually or simultaneously, play a crucial role in enhancing students' intentions to recommend, maintain, and continue using the educational services provided by the madrasah.

The findings of this study confirm that the better the service quality, including physical facilities, staff competence, and responsiveness, and the stronger the institutional image, encompassing uniqueness, benefits, and brand identity, the greater the likelihood that students will exhibit positive behavioral intentions. This not only reinforces existing theories in educational and marketing literature but also emphasizes the importance of managing service quality and institutional image as strategies to enhance the competitiveness of madrasahs in recruiting and retaining students.

In practical terms, the results of this study have important implications for madrasah administrators, particularly school principals, to continuously prioritize improving service quality and building a strong and positive institutional image in the eyes of students and the community. By doing so, madrasahs can attract more new students, retain current students, and ultimately enhance the academic performance and reputation of the institution. This study also provides insights for further research to explore other factors that may influence students' behavioral intentions and to extend the application of these findings in the context of other educational institutions.

## Declarations

### ***Author contribution statement***

Imdad Rabbani initiated the idea and all activities in this research paper. Wahidmumi and Indah Aminatuz Zuhriyah as the parties who have been guiding the completion of the research paper

### ***Funding statement***

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### ***Data availability statement***

The datasets generated during and analyzed during the current study are available from the corresponding author upon reasonable request.

### ***Declaration of Interest's statement***

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

### ***Additional information***

Correspondence and requests for materials should be addressed to [200106320006@student.uin-malang.ac.id](mailto:200106320006@student.uin-malang.ac.id)

## ORCID

Imdad Rabbani  <https://orcid.org/0000-0001-7183-3980>

Wahidmurni  <https://orcid.org/0000-0002-0719-435X>

Indah Aminatuz Zuhriyah  <https://orcid.org/0000-0002-4290-3414>

## References

- Admin. (2021). *Pelatihan Peningkatan Kualitas Layanan Prima di MAN 02 Kota Malang*. Madrasah Aliyah Negeri 2 Kota Malang. <https://man2kotamalang.sch.id/2021/08/21/pelatihan-peningkatan-kualitas-layanan-prima-di-man-2-kota-malang/>
- Admin. (2022). *345 Lulusan MAN 02 Kota Malang, Lolos Perguruan Tinggi Dalam dan Luar Negeri*. Madrasah Aliyah Negeri 2 Kota Malang. <https://man2kotamalang.sch.id/2022/09/02/345-peserta-didik-man-2-kota-malang-lolos-perguruan-tinggi-negeri-dalam-dan-luar-negeri/>
- Alma, B. (2009). *Manajemen Pemasaran dan Pemasaran Jasa*. Alfabeta.
- Anjarsari, G. E., Sri Suprpti, N. W., & Sukaatmadja, I. P. G. (2018). Pengaruh Kualitas Makanan, Kualitas Layanan, Dan Lingkungan Fisik Restoran Terhadap Kepuasan Serta Niat Berperilaku. *E-Jurnal Ekonomi Dan Bisnis Universitas Udayana*, 5, 1347. <https://doi.org/10.24843/eeb.2018.v07.i05.p05>
- Annur, C. M. (2023). *Jumlah Sekolah di Indonesia Hampir 400 Ribu Unit pada Tahun Ajaran 2022/2023*. Databoks. <https://databoks.katadata.co.id/datapublish/2023/03/08/jumlah-sekolah-di-indonesia-hampir-400-ribu-unit-pada-tahun-ajaran-20222023>
- Arifin. (2011). *Metode Penelitian Kualitatif, Kuantitatif, dan R & D*. Alfabeta.
- Baker, D. A., & Crompton, J. I. (2002). Quality, Satisfaction and Behavioral Intention. *Annals of Tourism Research*, 27(3).
- Baker, D. A., & Crompton, J. I. (2015). Quality, Satisfaction and Behavioral Intention. *Annals of Tourism Research*, 27(3), 785–804.
- Berry, L. L., & A, P. (1991). *A Marketing services*. The Free Press.
- Boulding, W., K., A, S., & R, Z. V. A. (1993). A Dynamic Process Model of Service Quality: From expectations to Behavioral Intention. *Journal of Marketing Research*, 30(1).
- Budiarti, E. M., Supriyanto, A., & Sunandar, A. (2018). Pengaruh Kualitas Layanan, Budaya Akademik, dan Citra Lembaga terhadap Kepuasan Mahasiswa (Studi pada 3 (Tiga) Perguruan Tinggi Swasta di Kabupaten Jombang). *Jurnal Manajemen Dan Supervisi Pendidikan*, 2, 169–178.
- Chang, C. H., & Tu, C. Y. (2005). Exploring Store Image, Customer Satisfaction and Customer Loyalty Relationship: Evidence from Taiwanese Hypermarket Industry. *Journal of American Academy of Business*, 7(1), 197–202.
- Chaudhuri, A., & B.H., M. (2009). The Chain of Effects From Brand Trust and Brand Affect to Brand Performance: The Role of Brand Loyalty. *Journal of Marketing*, 65(1).
- Creswell, J. W. (2008). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research* (Third Edit). Pearson Education.
- Dapodikbud. (2023). *Akreditasi Unggul Madrasah Aliyah di Kota Malang 2023*. Sekolah Kita: Kementerian Pendidikan Dan Kebudayaan. <https://sekolah.data.kemdikbud.go.id/index.php>

- Hardani, Andriani, H., Ustiawaty, J., Utami, E. F., Istiqomah, R. R., Fardani, R. A., Sukmana, D. J., & Auliya, N. H. (2020). *Buku Metode Penelitian Kualitatif & Kuantitatif*. CV. Pustaka Ilmu Group Yogyakarta.
- Jiewantoa, A., Laurensb, C., & Nelloh, L. (2010). Influence of Service Quality, University Image, and Student Satisfaction toward WOM Intention: A Case Study on Universitas Pelita Harapan Surabaya. *Social and Behavioral Sciences*, 40(1), 16–23.
- Keller, K., & Hidayati, S. (Translator). (2013). *Strategic Brand Management: Building, Measuring, & Managing Brand Equity*. Salemba Empat.
- Kemenag, A. (2023). *Enam Siswa MAN 2 Kota Malang Raih Beasiswa LPDP Luar Negeri, Ada yang Diterima di 6 Kampus*. Kementerian Agama Republik Indonesia.
- Kotler, P., & L.K., K. (2013). *Manajemen Pemasaran* (12th ed.). Erlangga.
- Maholtra, N. (2009). *Riset Pemasaran: Pendekatan Terapan*. PT. Indeks Kelompok Gramedia.
- Mauliza, M., & Nizam, A. (2017). Pengaruh Harga Terhadap Niat Berperilaku dan Kualitas Layanan Pada Maskapai Penerbangan Firefly di Banda Aceh. *Jurnal Ilmiah Mahasiswa Ekonomi Manajemen*, 2(3), 260–270.
- Rozabiyah, L. (2019). *Pengaruh Kualitas Informasi dan Service quality terhadap Kepuasan Mahasiswa Pascasarjana UIN Maulana Malik Ibrahim Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Sadat, A. M. (2011). *Brand Belief: Strategi Membangun Merek Berbasis Keyakinan*. Salemba Empat.
- Saha, G. C. & Theingi. (2009). Service Quality, Satisfaction and Behavioural Intention: A study of Low-cost airline Carriers in Thailand. *Managing Service Quality*, 19(3).
- Salim, Z., Siregar, M. R., Manajemen, J., Ekonomi, F., & Bisnis, D. (2017). Pengaruh Kualitas Layanan Yang Dirasakan Dan Lingkungan Pelayanan Terhadap Kepuasan Emosional Serta Dampaknya Pada Persepsi Produk Dan Niat Berperilaku Dalam Konteks Utilitarian Service Pada Pasien Klinik Spesialis Cempaka Lima Banda Aceh. *Jurnal Ilmiah Mahasiswa Ekonomi Manajemen*, 2(3), 213–229.
- Silvia, M. (2013). Pengaruh Service Quality Terhadap Customer Satisfaction dan Behavioral Intention pada Industri Penerbangan Low Cost Carriers Rute Domestik di Surabaya. *Jurnal Ilmiah Mahasiswa Universitas Surabaya*, 3(2), 1–11.
- Sondakh, C. (2014). Kualitas layanan, citra merek dan pengaruhnya terhadap Kepuasan nasabah dan loyalitas nasabah tabungan (studi pada Nasabah Taplus BNI cabang Manado). *Jurnal Riset Bisnis Dan Manajemen*, 3(1).
- Syamnarila, A. P., Efendi, A., & Abdullah, W. (2022). Pengaruh Kualitas Layanan Terhadap Minat Beli Dengan Kepuasan Pelanggan Sebagai Variabel Intervening Pada Charles & Keith Mall Ratu Indah Makasar. *Study of Scientific and Behavioral Management (SSBM)*, 3(3), 15–25.
- Syifa, M., & Ratnasari, R. T. (2020). Pengaruh Trust Dan Service Convenience Terhadap Behavioral Intention To Utilize Layanan Online Lembaga Amil Zakat. *Jurnal Ekonomi Syariah Teori Dan Terapan*, 7(9), 1831–1839. <https://doi.org/10.20473/vol7iss20209pp1831-1839>
- Wee, C. S. (2014). Consumer Perception, Purchase Intention and Actual Purchase Behavior of Organic Food Products. *Review of Integrative Business & Economic Research*, 3(2), 378–397.