

The Effect of Educational Service Quality and Training Education Program Grade on Student Satisfaction: The Role of Corporate Brand Image as Variable Mediation and Trust as Variable Moderation

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Abstract: The main task of college institutions is to formulate a formulation that contains teaching materials, student expectations and business institutions/government institutions as users. Therefore, college institutions must be able to match what can be offered to students with what students expect from the educational services offered and users needs. This study uses a quantitative approach. Researchers involved 601 cadet students at the Shipping Polytechnic of West Sumatra. The results of this study are that there is a significant positive relationship between educational service quality variable and corporate brand image, there is a significant positive relationship between the variables of training education programs grade with corporate brand image, there is a significant positive relationship between the educational service quality variables and student satisfaction, there is no effect between the variable of training education program grade and student satisfaction, there is a significant positive relationship between the corporate brand image variable and student satisfaction, corporate brand image is not able to mediate the educational services quality on student satisfaction, corporate brand image is not able to mediate the educational programs quality on student satisfaction, there is a significant positive relationship between the student confidence variable and student satisfaction, student confidence is able to moderate the educational services quality on student satisfaction, student confidence is able to moderate the educational programs quality on student satisfaction, and student trust is not able to moderate corporate brand image on student satisfaction.

Keywords: Educational Service Quality, Training Education Program, Corporate Brand Image, Trust.

INTRODUCTION

Kotler and Armstrong (2007), states that educational institutions are included in the service business such as hospitals and post offices. Educational institutions have several customers, like students, staff, lecturers, alumni, funders, and industries that have and will absorb graduates. Educational institutions are known as producers of educational services that are expected by the community to be able to realize human resources quality through the system and learning process on campus. The education quality is a key factor in the creation of a national competitive advantage. Although the education quality is not visible, its impact can be seen in various fields and can be felt. An educational institution that able to produce quality graduates can be recognized, among others, by the students satisfaction, an increase in the number of applicants (applicants students), an increase in recruitment of graduates from various business companies and government institutions and the concerned accountability of the educational institution.

The main task of college education institutions is to formulate a formulation that contains teaching materials, student expectations and business institutions/government institutions as users. Therefore, college education institutions must be able to match what can be offered to students with what students expect from the educational services offered and the users needs. In its ideal realm, the aim of college education is to educate Indonesian people and develop whole people. Universities as education providers must harmonize with the goals of national education. As a consequence, universities are required to have adequate quality in accordance with developments that happen. Rashid and Jusoff (2009) stated that customer satisfaction has an important effect on the company's image to attract new customers through direct recommendations. Consumers are the foundation of business and important to maintain them. Satisfied consumers will repurchase products and services and also spread positive messages to others (Arambawela and Hall, 2009).

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Kotler (2009) states that a person's attitudes and actions towards an object are largely determined by their belief in the image of the object. The creation of a good corporate image in public will provide many advantages. The company image will greatly determine the success of the company in the competition. Weiss, Anderson *et al.* (1999) in Cempakasari and Yoestini (2003) states that company image is a public view of a company that is considered good or not which is viewed globally for things such as openness, quality and others, so that it can be said as a view of the company's movements. Andreasendan Lindestad (1998) in his research suggests that the image is an important factor and interrelated with consumer satisfaction and loyalty. Companies that have a good image are able to generate trust, confidence and support compared to companies that have a bad image.

One of the factors that affect student satisfaction is the service quality. The importance of service quality as a determinant of organizational performance and a source of competitive advantage become the main principle in service marketing. Universities as service organizations should use this principle as an effort to win the competition through various strategic considerations. The service factor must be used as the main strategy that allows a university to be known to have certain characteristics that make it different from other universities. Therefore, excellent service must be implemented and can be felt satisfactorily by students.

Students as the main external consumer group must get benefit, and at the same time as actors in the process of forming added value in the implementation of high-quality academic activities in educational institutions (Salis, 2002). With such thoughts, universities are required to always improve the quality of management in providing services to stakeholders both related to academic and non-academic services.

Previous research by Mulyawan & Sidharta (2014) proves that all factors of the quality of academic services have a close relationship in shaping the service quality to students. This is supported by research by

Subanija dan Martani CB (2008) which states that there is a significant effect between service quality and student satisfaction with university services. Based on the background above, the purpose of this study is to determine The Effect of the education services quality and the quality of training education programs on student satisfaction: the role of Corporate Brand Image as a mediating variable and Trust as a mediating variable. Researchers try to review and update the results with the addition of other variables. So this study uses five independent variables Educational Services Quality, Quality of Educational Training Programs, Student Satisfaction, Brand Image Corporate, Trust. The importance of this research is because there are still some differences in the results between the current study and previous research, and it is important to study further about what factors can or do not affect student satisfaction.

LITERATURE REVIEW

Education Service Quality (X1)

Service quality is all forms of activities carried out by the company in order to meet consumer expectations. Service in this study is defined as a treatment or service delivered by the service owner in the form of convenience, speed, relationship, ability and hospitality aimed at the attitude and nature of providing services for customer satisfaction. Service quality can be identified by comparing consumers' perceptions of the services they actually receive with the services they actually expect/want for the service attributes of a company.

One of the factors that determine the quality of university services or other institutions is the ability to provide services quality for customers. In accordance with the philosophy of Integrated Quality Management, education is seen as a service and the business of educational institutions as a service industry, not a production process. Therefore, the university as an educational institution must think about customers who have various needs and about how to satisfy these customers.

	Dimension	Indicator
Service Quality according to Zeitharml	Tangibles	1. measuring the of physical facilities appearance 2. tools 3. employees and communication means
	Realiability	4. 4measure the company's ability to provide the right services 5. reliable
	Responsiveness	6. show a willingness to help and provide services to customers quickly
	Assurance	7. measure employee ability 8. measure employee friendliness 9. trustworthiness of employees
	Empathy	10. measure employees's understanding of customer needs and the attention given by employees

Education and Training Program Grade X2

According to Hari Sudradjad, quality education is education that is able to produce graduates that have ability or competence, both academic competence and vocational competence, based on personal and social competencies, as well as noble moral values, which of all are life skills, education that able to produce a complete human being or a human with an integrated personality those who are able to integrate faith, knowledge, and charity.

Grade is a comprehensive description and goods or services characteristics that indicate its ability to satisfy the expected needs. In the context of education, the definition of grade includes educational input, process and output. According to Rusman, the processes and outcomes of grade education are interrelated. However, so good process is not misguided, the grade in terms of results (output) must be formulated in advance by the school, and the targets to be achieved every year or other period must be clear.

Student Satisfaction

Student satisfaction is a student’s positive attitude towards the services of college education institutions because there is a match between the expectations of the service compared to the reality he receives (Sopiatin, 2010:33). According to Sugito, student satisfaction is a state of fulfilling the desires, hopes, and needs of students (in Srinadi, 2008).

Whereas Sarjono (2007) student satisfaction is a comparison between the expectations that students want about employee services, lecturer competencies supported by infrastructure and leadership with what students feel after getting service.

The definiton of satisfaction is an evaluative term that describes likes and dislikes (Simamora in Winarsih, 2007:22). Customer satisfaction is a person’s feeling of pleasure or disappointment that comes from the comparison between his impression of the performance (or results) of a product with his expectations (Kotler in Winarsih, 2007:22). Students as customers because they pay for educational services to study.

Levin, Brook and Howard in High Expectation said Universities that build high expectations for all students and provide encouragement to achieve these expectations will have a high level of academic success. The expectations of students as the main customers are expectations related to hardware (non human elements), software (human elements), hardware quality and software quality and added value from the learning process (Sopiatin, 2010:37).

According to Berry and Parasuraman (in Alma, 2005) There are five indicators of student satisfaction in relation to the grade of education:

	Dimension	Indicator
Student satisfaction according to Berry and Parasuraman	Reliability	1. related to leadership policy 2. lecturers competence and employee services in providing grade services as promised 3. consistent 4. in accorance to the students needs and expectations
	Responsiveness	5. school personnel willingness to listen and resolve student complaints related to college problems concerning school problems
	Sureness	6. the institution/school provides guarantees of service sureness to students that cannot be separated from the ability of the institution/school personnel 7. leader, lecturer and employee to create confidence and trust in the school’s promises to students.
	Empathy	8. there is an understanding of the institution's personnel/towards the needs of students and working towards their achievement
	Tangible	9. support the teaching and learning process, including; buildings, environmental cleanliness, parks, laboratories, libraries and others

Brand Image Corporate

Image is important for a service. The concept of image was first expressed in Martineaus research (in Faullant *et al.*, 2008) which describes the image as a form of thoughts and feelings that influence consumer shopping behavior. Frederick and Salter (in Faullant *et al.*, 2008) think the image as a reflection of the benefits that consumers get from the price, service quality and innovation of a service. However, there is no consensus

on the definition of image. A wider definition of image was put forward by Martineu (in Engel, Blackwell and Miniard, 1995) that is, the way a store defined in the mind of shopper, partly by its functional qualities and partly by the radiance of psychological attributes. At the company level, image is defined as the perceptions of an organization that are reflected and stored in the memory of consumers (Keller, 1993).

	Dimension	Indicator
Corporate image according to Davidson 1998.	Reputation	1. Have a good reputation
	Recognition	2. High company value 3. High consumer perception
	Affinity	4. Emotional that arises between a brand and its consumers 5. Consumers' desire to use the company's services
	Brand loyalty	6. Loyal to be a customer

Student Trust

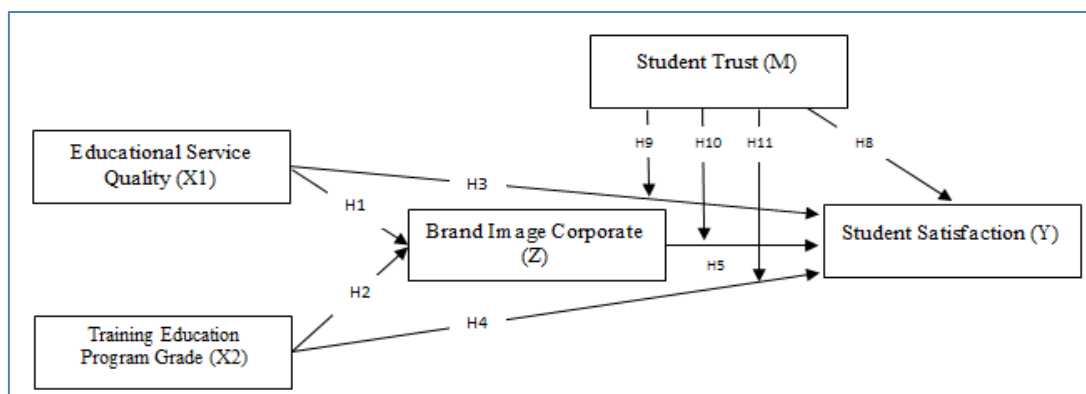
According to Kotler (2009, h.219) Trust is a company to rely on business partners. Trust depends on a number of interpersonal and interorganizational factors such as competence, integrity, honesty and benevolence. Perceived trust will change with experience, building trust can be very difficult in online

situations, and companies often impose stricter regulations on their online business partners.

Coleman (1990) in Oryza (2012: 17) expressed another opinion that trust is the expectation of the trustor that the trustee can be relied on and can bring benefits – not losses – to the trustor. So trust at least has two sides: trustor and trustee:

	Dimension	Indicator
Trust according to McKnight <i>et al.</i> (2002)	trusting belief	1. Benevolence 2. Integrity 3. Competence
	Trusting Intention	4. Willingness to depend 5. Subjective probability of depending

Mind Frame



- H1: There is an effect between the educational services quality (X1) on brand image corporate (Z)
- H2: There is an effect between training education program grade (X2) on brand image corporate (Z)
- H3: There is an effect between the educational service quality (X1) on student satisfaction (Y)
- H4: There is an effect between training education program grade (X2) on student satisfaction (Y)
- H5: There is an effect between brand image corporate (Z) on student satisfaction (Y)
- H6: There is an effect between the educational service quality (X1) on student satisfaction (Y) mediated by brand image corporate (Z)
- H7: There is an effect between training education program grade (X2) on student satisfaction (Y) mediated by brand image corporate (Z)
- H8: There is an effect between student trust (M) on student satisfaction (Y)

- H9: There is an effect between the educational service quality (X1) on student satisfaction (Y) moderated by student trust (M)
- H10: There is an effect between training education program grade (X2) on student satisfaction (Y) moderated by student trust (M)
- H11: There is an effect between brand image corporate (Z) on student satisfaction (Y) moderated by student trust (M)

RESEARCH METHOD

Research Design

This research uses a quantitative approach. The quantitative research method aims to test the established hypotheses. This method is in the form of numbers derived from measurements using a questionnaire on the variables that exist in the research. The population in this study were students at the West Sumatra Shipping Polytechnic. In this study, the researchers

involved 601 cadet students at the West Sumatra Shipping Polytechnic. The sample in this study was selected using a purposive sampling technique. The analysis used in this study is the approach to Structural Equation Model (SEM) assisted by the smart PLS application (Ghozali).

OUTER MODEL ANALYSIS

Validity and Reliability Tests

Validity and reliability tests are carried out to ensure that the measurement used is feasible to be used as a measurement (valid and reliable). Validity and reliability tests can be seen from:

First, Convergent Validity is an indicator that is assessed based on the correlation between the item score/component score with the construct score, which can be seen from the standardized loading factor which describes the magnitude of the correlation between each measurement item (indicator) and its construct. Individual reflexive measures are said high if the correlation is > 0.7.

Second, Discriminant Validity is a measurement model with reflexive indicators assessed based on the crossloading of measurements with constructs. Discriminant validity, comparing the value of the squareroot of average variance extracted (AVE), the instrument is declared valid if it has an AVE score > 0.5.

Third, Composite reliability is an indicator to measure a construct that can be seen in the view of latent variable coefficients. In this measurement, if the

value is > 0.70, it can be said that the construct has high reliability.

Fourth, Cronbach’s Alpha is a reliability test carried out to strengthen the results of composite reliability. A variable can be declared reliable if it has Cronbach’s alpha value > 0.7. Instrument Test.

Table-5: Instrument Test

Instrument Test	Test used
Validity Test	Convergent Validity AVE
Reliability Test	Cronbach Alpha Composite Reliability

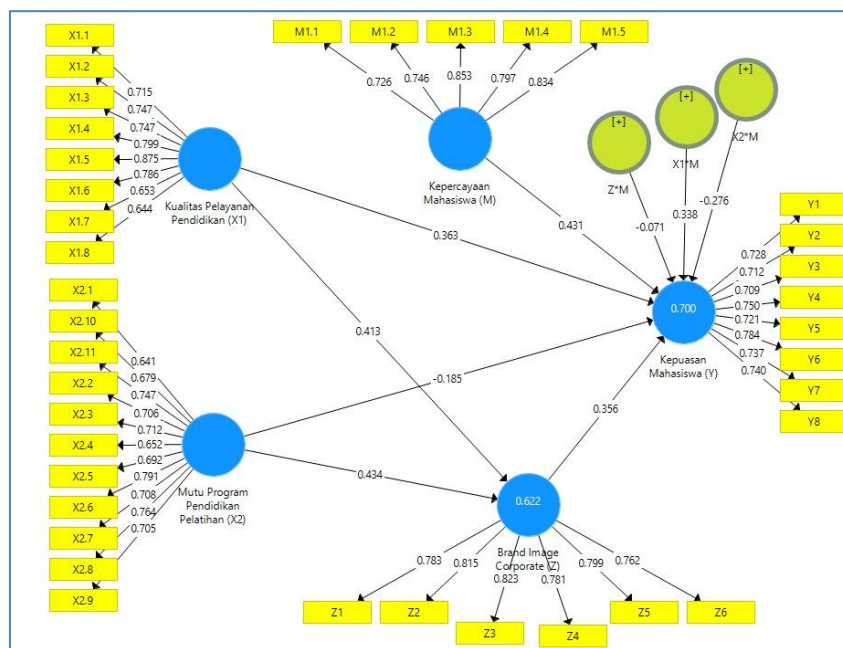
R Square Test

R-square for the dependent construct is used to assess the effect of certain independent latent variables on the dependent latent variable which shows the presentation of the magnitude of the effect.

Inner Model Analysis

The Inner Model Analysis or commonly called the Structural Model is used to predict the causal relationship between the variables tested in the model. The inner model analysis in testing using Smart PLS is done by testing the hypothesis. In hypothesis test, it can be seen from the t-statistical value and probability value. To test the hypothesis by using statistical values, for alpha 5% the t-statistic value used is 1.96, while the beta score is used to determine the direction of the effect of the relationship between variables. The criteria for acceptance/rejection of the hypothesis are:
 Ha= t-statistik > 1,96 with score p-values < 0,05.
 H0= t-statistik <1.96 with score p-values>0.05

DISCUSSION



Outer Model Analysis

1. Validity Test

Validity test is used to measure the valid or invalid of a questionnaire. In this research, validity

testing is carried out using convergent validity and AVE. The instrument is declared valid if the AVE value is > 0.05 and the outer loading value is (> 0.6).

Variable	Indicator	AVE	Outer Loading	Valid
Education Service Quality (X1)	X1.1	0.551	0.719	Valid
	X1.2		0.720	Valid
	X1.3		0.779	Valid
	X1.4		0.754	Valid
	X1.5		0.762	Valid
	X1.6		0.721	Valid
	X1.7		0.766	Valid
	X1.8		0.769	Valid
	X1.9		0.686	Valid
Training Education Program Grade (X2)	X2.1	0.524	0.780	Valid
	X2.2		0.804	Valid
	X2.3		0.770	Valid
	X2.4		0.630	Valid
	X2.5		0.678	Valid
	X2.6		0.713	Valid
	X2.7		0.698	Valid
	X2.8		0.722	Valid
	X2.9		0.766	Valid
	X2.10		0.756	Valid
	X2.11		0.617	Valid
Student Satisfaction (Y)	Y1	0.570	0.720	Valid
	Y2		0.699	Valid
	Y3		0.773	Valid
	Y4		0.725	Valid
	Y5		0.784	Valid
	Y6		0.766	Valid
	Y7		0.752	Valid
	Y8		0.816	Valid
Student Trust (M)	M1.1	0.549	0.732	Valid
	M1.2		0.707	Valid
	M1.3		0.745	Valid
	M1.4		0.780	Valid
	M1.5		0.737	Valid
Brand Corporate Image (Z)	Z1	0.550	0.782	Valid
	Z2		0.826	Valid
	Z3		0.761	Valid
	Z4		0.642	Valid
	Z5		0.712	Valid
	Z6		0.713	Valid
	Z1		0.782	Valid
X1*M	X1*M	1.000	1.554	Valid
X2*M	X2*M	1.000	1.326	Valid
Z*M	Z*M	1.000	1.451	Valid

2. Reliability Test

Researchers used 2 types of reliability tests, the Cronbach Alpha test and the Composite Reliability test. Cronbach Alpha measures the lowerbound reliability. The data is declared good if has a Cronbach

alpha value > 0.7. Meanwhile, composite reliability measures the actual reliability value of a variable. The data is declared have high reliability if it has a composite reliability score > 0.7.

	Cronbach's Alpha	Composite Reliability
Brand Image Corporate (Z)	0.836	0.879
Student Trust (M)	0.794	0.859
Student Satisfaction (Y)	0.892	0.914
Education Service Quality (X1)	0.898	0.917
Training Education Program Grade (X2)	0.908	0.923
X1*M	1.000	1.000
X2*M	1.000	1.000
Z*M	1.000	1.000

3. R-Square Test

R-Square Coefficient determination (R-Square) test is used to measure how much the endogenous variables are affected by other variables.

Based on the data analysis carried out through the use of the smartPLS program, the R-Square value is obtained as shown in the following table:

	R Square	R Square Adjusted
Brand Image Corporate (Z)	0.734	0.731
Student Satisfaction (Y)	0.779	0.768

Based on the test results, the r square score for brand image corporate is 0.734, which means that brand image corporate is affected by student trust, student satisfaction, educational services quality, and training education programs grade by 73.4% and the rest is affected by variables that have not been explained in this study. Then, the r-square score for student satisfaction is 0.779, which means that student

satisfaction is affected by student trust, brand image corporate, educational services quality, and training education programs grade by 77.9% and the rest is affected by variables that have not been explained in this study.

4. Hypothesis Test

	Original Sample (O)	T Statistics (O/STDEV)	P Values
Direct Effect			
Brand Image Corporate (Z) -> Student Satisfaction (Y)	0.356	3.882	0.000
Student Trust (M) -> Student Satisfaction (Y)	0.431	4.003	0.000
Education Service Quality (X1) -> Brand Image Corporate (Z)	0.413	4.345	0.000
Education Service Quality (X1) -> Student Satisfaction (Y)	0.363	3.312	0.001
Training Education Program Grade (X2) -> Brand Image Corporate (Z)	0.434	4.174	0.000
Training Education Program Grade (X2) -> Student Satisfaction (Y)	-0.185	1.707	0.088
X1*M -> Student Satisfaction (Y)	0.338	2.745	0.006
X2*M -> Student Satisfaction (Y)	-0.276	2.095	0.037
Z*M -> Student Satisfaction (Y)	-0.071	0.524	0.600
Indirect Effect			
Education Service Quality (X1) -> Brand Image Corporate (Z) -> Student Satisfaction (Y)	0.147	3.336	0.001
Training Education Program Grade (X2) -> Brand Image Corporate (Z) -> Student Satisfaction (Y)	0.155	2.376	0.018

Education Service Quality (X1) Affected Brand Image Corporate (Z)

The results of the hypothesis test of the education services quality on corporate brand image get a score ($p = 0.413$) with p values of 0.000 ($p < 0.05$) and t statistics of 4.345 ($p > 1.96$) indicating that there is a significant positive relationship between the variables of the educational services quality and the brand image corporate. The better educational service quality, the better the brand image corporate. Good service quality will create customer satisfaction and

assume that the institution has quality in good service. This can improve the brand image of the institution (Bagaskoro, 2021). The results of this study are in line with Dam & Dam (2021) mentions that service quality affects brand image. In addition to increasing customer satisfaction, it will also increase customer loyalty to the institution. In this case, the quality of good education services will improve the brand image of the institution.

Training Education Program Grade (X2) Affected Brand Image Corporate (Z)

The results of hypothesis test the training education programs grade on brand image corporate get a score ($p = 0.434$) with p values of 0.000 ($p < 0.05$) and t statistics of 4.174 ($p > 1.96$) indicating that there is a significant positive relationship between the variables of the training education programs grade with brand image corporate. The better the education and training program grade, the better the brand image corporate. The existence of good in the training education program grade of an institution will be able to improve the brand image of the institution. Similar to service quality, grade in programs can show that an institution has good quality and produces students quality as well. This condition is able to improve the image of the institution (Khoironi, *et al.*, 2018).

Education Service Quality (X1) Affected Student Trust (Y)

The results of hypothesis test of the education services quality on student satisfaction get a score ($p = 0.363$) with p values of 0.001 ($p < 0.05$) and t statistics of 3.312 ($p > 1.96$) indicating that there is a significant positive relationship between the variables of the education services quality and student satisfaction. The higher the education services quality, the higher the student satisfaction. Good education services quality can increase student satisfaction. Friendly, neat, and quality service can make students feel comfortable when studying at the institution (Suryanto *et al.*, 2019). Students who enter college have a lot of hope, career development, satisfaction, fun, and pride as students in college (Bachmid, 2016).

Training Education Program Grade (X2) Not Affected Student Trust (Y)

The results of hypothesis test the training education programs grade on student satisfaction get a score (-0.185) with p values of 0.088 ($p < 0.05$) and t statistics of 1.707 ($p > 1.96$) indicating that there is no effect between the variables of the training education programs grade and student satisfaction.

Brand Image Corporate (Z) Affected Student Satisfaction (Y)

The results of the hypothesis test of brand image corporate on student satisfaction get a score ($p = 0.356$) with p values of 0.000 ($p < 0.05$) and t statistics of 3.882 ($p > 1.96$) indicating that there is a significant positive relationship between the brand image corporate variable and student satisfaction. The higher the brand image corporate, the higher the student satisfaction. Students who enter college have many expectations, such as job opportunities, career development, satisfaction, pleasure, and pride as students in college. The acceptable prospective profit must be greater than if the factor was used in other activities, for example in a business venture. If the benefits received are less than the benefits that can be received in other activities, the

activity of attending higher education is considered unsatisfactory (Bachmid, 2016).

Brand Image Corporate (Z) Able to Mediate Education Service Quality (X1) on Student Satisfaction (Y)

The results of the hypothesis test that the education services quality on student satisfaction are mediated by brand image corporate get a score ($p = 0.147$) with p values of 0.001 ($p < 0.05$) and t statistics of 3.336 ($p > 1.96$) indicating that brand image corporate is able to mediate the educational services quality on student satisfaction. So that the educational services quality affects brand image corporate strengthened by student satisfaction as a mediating variable. Fiqihta *et al.* (2019) states that the better the service of educational institutions to students, this will be a good image for the institution if students are satisfied. Brand image is basically a combination of norms or customer beliefs and is basically created when customers have complete information about products and services (Mehta *et al.*, 2020).

Brand Image Corporate (Z) Not Able to Mediate Education Program Grade (X2) on Student Satisfaction (Y)

The results of the hypothesis test that the education programs quality on student satisfaction mediated by brand image corporate get a score ($p = 0.155$) with p values of 0.018 ($p < 0.05$) and t statistics of 2.376 ($p > 1.96$) indicating that brand image corporate is not able to mediate program education grade on student satisfaction.

Student Trust (M) Affected Student Satisfaction (Y)

The results of hypothesis test of student trust on student satisfaction get a score ($p = 0.431$) with p values of 0.000 ($p < 0.05$) and t statistics of 4.03 ($p > 1.96$) indicating that there is a significant positive relationship between the variables of student trust and student satisfaction. The higher the student trust, the higher the student satisfaction. The existence of student trust to enter the university is based on the satisfaction of other students who have previously entered the institution. The existence of student loyalty can help in trust and satisfaction so institutions need to maintain student loyalty with high quality services they also stimulate student bonds and with the university strengthen commitment (Ismanova, 2019).

Student Trust (M) Able to Moderate Education Service Quality (X1) on Student Satisfaction (Y)

The results of the hypothesis test that the education services quality on student satisfaction moderated by student confidence get a score ($p = 0.338$) with p values of 0.006 ($p < 0.05$) and t statistics of 2.746 ($p > 1.96$) indicating that student trust is able to moderate the educational services quality on student satisfaction. So that the higher the student services quality, the higher the student satisfaction moderated by

student trust. In this hypothesis, student trust is included in quasi-moderation because the education quality affects student satisfaction by strengthening student trust. Student trust acts as a variable that moderates the relationship between the independent variable and the dependent variable which is also the independent variable. The trust that exists in students can help strengthen the effect of service quality on student satisfaction (Latif *et al.*, 2021).

Student Trust (M) Able to Moderate Education Program Grade (X2) On Student Satisfaction (Y)

The results of the hypothesis test that the education programs grade on student satisfaction moderated by student trust get a score (-0.276) with p values of 0.037 ($p < 0.05$) and t statistics of 2.095 ($p > 1.96$) indicating that student trust significantly moderates the educational programs grade towards student trust. In this study, the education program grade did not affect student satisfaction so that the moderation of student trust was included in the pure moderation group. Student trust acts as a moderating variable between the independent variable and the dependent variable where the moderating variable is pure interaction with the independent variable without being an independent variable.

Student Trust (M) Not Able to Moderate Brand Image Corporate (Z) on Student Satisfaction (Y)

The results of hypothesis test of brand image corporate on student satisfaction moderated by student trust getting a score (-0.071) with p values of 0.600 ($p < 0.05$) and t statistics of 0.524 ($p > 1.96$) indicating that student trust is not able to moderate brand image corporate on student satisfaction. In this study, brand image corporate affects student satisfaction so that this moderation is included in the moderating predictor group. Student trust variables act as independent variables in the relationship model that is formed.

CONCLUSION

Based on the explanation above, it can be concluded that brand image corporate is affected by student trust, student satisfaction, educational services quality, and training education programs grade. The rest is affected by variables that have not been explained in this study. Student satisfaction is affected by student trust, brand image corporate, educational services quality, and training education programs grade. The rest is affected by variables that have not been explained in this study. Then the results of the hypothesis in this study are that there is a significant positive relationship between the education services quality variable and brand image corporate, there is a significant positive relationship between the variable of training education programs grade and brand image corporate, there is a significant positive relationship between the education

services quality variable and student satisfaction, there is no effect between the variable of education training programs grade and student satisfaction, there is a significant positive relationship between the brand image corporate variable and student satisfaction, brand image corporate is not able to mediate the educational services quality on student satisfaction, brand image corporate is not able to mediate program education grade on student satisfaction, there is a significant positive relationship between the variables of student trust and student satisfaction, student trust is able to moderate the educational services quality on student satisfaction, student trust is able to moderate the educational programs grade on student satisfaction, and student trust is not able to moderate brand image corporate on student satisfaction.

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