



Service Quality and Consumer Purchase Intention: A Correlational Study of Institutional Services

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ABSTRACT

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This study aims to examine the relationship between the service quality of educational institutions and consumers' purchase intentions. The research is motivated by the growing importance of institutional quality in maintaining the competitiveness and sustainability of educational institutions in an era of rapid change. A quantitative research design was employed using a simple correlation analysis to identify the degree of association between the two variables. The study involved 100 respondents, consisting of parents of students, selected through a cluster sampling technique from four regions where the elementary schools are located. Data were collected through a structured questionnaire, and the results of the item analysis indicated that all questionnaire items demonstrated high validity and reliability. These findings suggest that the data are highly credible and that the conclusions drawn from the analysis are reliable. The results of the correlation analysis revealed a significant positive relationship between service quality and purchase intention. This implies that the higher the perceived quality of services provided by the educational institution, the greater the consumers' willingness to enroll or recommend the institution.

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INTRODUCTION

In recent years, the quality of educational institutions has become a key consideration for society in selecting schools for their children. The public increasingly views education not only as a means of academic achievement but also as a reflection of institutional credibility and social status. The National Education Standards (SNP), as regulated by Government Regulation No. 19 of 2005, serve as a benchmark for educational quality in Indonesia. These standards

emphasize that educational quality is closely linked to the services offered by the institution, including curriculum design, teaching quality, and administrative support. As educational competition intensifies, schools are expected to deliver holistic services that meet both academic and non-academic needs. Therefore, investigating the correlation between service quality and consumer purchase intention in education is crucial to ensuring institutional sustainability and public trust (Najiburrahman et al., 2025). This research is important because the survival and competitiveness of educational institutions depend heavily on how effectively they manage and enhance their service quality.

The challenge faced by educational institutions today lies in maintaining service quality amid evolving societal expectations (Munawwaroh et al., 2024). Parents have become increasingly selective and critical in choosing educational institutions, particularly at the elementary school level. The growing number of institutions and diverse educational programs create fierce competition among schools to attract and retain students (Agus et al., 2025). However, not all institutions have managed to align their services with the needs and expectations of parents and students (Hefniy et al., 2025). While public schools often focus on cost-free education supported by government funding, private schools tend to compete through added value in services and learning experiences. This disparity creates a perception gap regarding quality and trust between public and private schools. Furthermore, institutional service quality is often seen merely as academic performance rather than as a comprehensive service system that includes emotional, social, and physical well-being. Hence, understanding how service quality influences parental trust and purchase intention becomes an urgent issue in educational management and marketing.

Field observations show that the phenomenon of fluctuating student enrollment rates continues to occur in Indonesia. Data from the Directorate of Social Welfare Statistics (2022/2023) reveal inconsistent enrollment numbers in public educational institutions across various levels. Particularly in Jombang Regency, many public elementary schools face challenges in maintaining student numbers despite government subsidies. Parents, as external customers, increasingly base their school choices not only on financial affordability but also on perceived service quality, safety, and institutional reputation. According to Zalzalah (2023), parents are now more critical and informed, comparing schools based on curriculum innovation, learning environment, and teacher professionalism. In Diwek Subdistrict, there are 31 public elementary schools (Dapodik, 2023/2024) competing for a relatively stable population of students. These schools face the challenge of strengthening parental trust through improved service quality to encourage continued enrollment and positive recommendations. This phenomenon highlights the relevance of investigating

how institutional service quality influences parental purchase intention in educational settings.

Previous studies have examined the impact of service quality on customer satisfaction and loyalty across various sectors, including education. For instance, Abdullah (2015) emphasized that special services in education, such as health, security, and nutrition programs, contribute significantly to institutional quality. Similarly, several studies found that parental satisfaction with school services influences both trust and long-term commitment to the institution. However, most of these studies focused primarily on higher education or private school settings, leaving a gap in understanding how service quality functions in public elementary schools. Furthermore, while prior research has established the general relationship between service quality and consumer behavior, few have analyzed this correlation within the context of educational institutions serving diverse socio-economic backgrounds. Therefore, this study positions itself to fill this gap by focusing specifically on public elementary schools in Diwek Subdistrict, Jombang Regency, where institutional services are standardized but parental expectations continue to rise.

Another limitation of previous research is the narrow conceptualization of “service quality.” Many studies assessed service quality only through tangible facilities or academic outcomes, overlooking the interpersonal and emotional aspects of service delivery. Moreover, earlier studies rarely explored how service quality directly affects purchase intention—a concept that, in the educational context, refers to parents’ willingness to choose or recommend a particular school. Studies such as those by Zalzal (2023) and Abdullah (2015) highlight the importance of holistic educational services, but they do not explicitly examine the relational dynamics between institutional service quality and consumer purchase decisions. Therefore, this research contributes to the literature by offering a more comprehensive perspective that integrates service quality theory with consumer behavior concepts in the field of education. This approach aims to provide empirical evidence on how perceived institutional service quality drives parental trust and purchase intention toward public elementary schools.

The novelty of this research lies in its application of service marketing principles within the public education sector, specifically in primary schools. Unlike most studies conducted in private institutions or higher education contexts, this research focuses on how public elementary schools—which operate under standardized funding and limited autonomy—can still enhance their service quality to influence parental purchase intention. By integrating service quality dimensions (tangibility, reliability, responsiveness, assurance, and empathy) with consumer intention theory, this study provides new insights into how non-commercial institutions can apply marketing strategies ethically and

effectively. The research also contributes to policy development, offering recommendations for education administrators to strengthen trust and satisfaction among parents as external customers. Thus, this study stands as a bridge between educational management and service marketing research, proposing a model of sustainable service excellence in the public education system.

Based on the problems identified above, the main research question of this study is: “Is there a significant relationship between institutional service quality and consumers’ purchase intention in public elementary schools?” The hypothesis assumes that higher service quality, as perceived by parents, will positively correlate with stronger purchase intention—reflected in continued enrollment and positive word-of-mouth recommendations. The rationale behind this assumption is that parents evaluate schools not only based on academic performance but also on service consistency, communication, and emotional engagement. Therefore, improving service quality is expected to strengthen institutional trust, ultimately influencing consumer decision-making behavior. This research, by empirically validating this relationship, contributes to the development of a service-oriented approach in public education management and helps institutions create strategies to attract and retain students more effectively.

In summary, this study emphasizes that service quality is a strategic factor influencing consumer behavior in education. For public elementary schools in Diwek Subdistrict, Jombang Regency, maintaining and enhancing service quality is essential to sustain parental trust and ensure institutional survival. This research not only seeks to measure the correlation between institutional service quality and purchase intention but also to highlight the practical implications for educational policymakers and administrators. By focusing on the perceptions of parents as external customers, the study underlines the importance of responsiveness, assurance, and empathy in educational service delivery. The expected contribution is twofold: first, providing empirical evidence of the relationship between service quality and purchase intention in the public education context; and second, offering insights for developing sustainable quality management practices in schools. Ultimately, the study contributes to both educational theory and practice, promoting service excellence as a foundation for institutional competitiveness.

RESEARCH METHOD

This study employed a quantitative research design with a correlational analysis approach to determine the relationship between institutional service quality and consumer purchase intention. The choice of this design was based on

the study's objective to identify the strength and direction of the association between the two variables. Prior to conducting the correlation analysis, the researcher performed an instrument assessment through validity and reliability testing to ensure the quality and consistency of the data collected from respondents.

The research was conducted in four selected public elementary schools located in Diwek Subdistrict, Jombang Regency, namely SDN Jatipelem II, SDN Watugaluh, SDN Cukir 1, and SDN Ceweng. The respondents consisted of 100 parents of students, all of whom voluntarily participated and returned the distributed questionnaires, resulting in a 100% response rate. The sampling process was determined using the Slovin formula, which provides an accurate estimation of sample size based on the total population and a predetermined margin of error. This approach ensured that the data represented the broader population of parents whose children are enrolled in public elementary schools within the study area.

The research instrument consisted of 21 items measuring five key dimensions of service quality: tangibility, reliability, responsiveness, assurance, and empathy. These dimensions were adapted from the SERVQUAL model, which is widely recognized for evaluating service quality across various sectors, including education. Each item was rated using a five-point Likert scale, ranging from strongly agree to strongly disagree, allowing respondents to express the extent of their agreement with statements related to the school's service performance.

Validity testing was conducted using the Pearson Product-Moment Correlation formula to determine whether each questionnaire item accurately measured the intended construct. An item was considered valid if the correlation coefficient exceeded the critical r-value at the 5% significance level. Reliability testing was then performed to assess the internal consistency of the instrument, ensuring that repeated use of the questionnaire would yield stable and dependable results. High validity and reliability coefficients indicated that the instrument was both accurate and consistent, providing a strong foundation for further data analysis.

Following the instrument validation process, the data collected were analyzed using simple correlation analysis to test the research hypothesis. This statistical method was chosen to examine the relationship between institutional service quality and parents' purchase intention in selecting educational services. The analysis results were later interpreted to draw meaningful conclusions regarding how variations in service quality dimensions influence parents' decisions to enroll or recommend schools. Overall, the methodological design ensured the rigor, reliability, and validity of the research process, thereby

enhancing the credibility of the findings.

RESULT AND DISCUSSION

Result

Data Description on Institutional Service Quality (X) and Consumer Purchase Intention (Y)

The data obtained by the researcher in this study was 100%, or exactly the specified sample size (100 respondents), based on the distribution of the sample size at each research location within the scope of Public Elementary Schools in Diwek District, Jombang Regency. This can be seen from the calculation of the incoming data in Table 1 below.

**Table 1. Data Collected from Respondents
Case Processing Summary**

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Mutu Layanan	100	100.0%	0	0.0%	100	100.0%
Minat beli	100	100.0%	0	0.0%	100	100.0%

Table 2 below shows a description of the data for the Service Quality variable: the mean is 161.43, the median is 162.00, and the range is 60. For more details, see Table 2.

Table 2. Data Description for the Service Quality Variable

		Descriptives			
		Statistic	Std. Error		
Mutu Layanan	Mean	161.43	1.507		
	95% Confidence Interval for Mean	Lower Bound	158.44		
		Upper Bound	164.42		
	5% Trimmed Mean	161.94			
	Median	162.00			
	Variance	227.116			
	Std. Deviation	15.070			
	Minimum	123			
	Maximum	183			
	Range	60			
	Interquartile Range	31			
	Skewness	-.331	.241		
	Kurtosis	-1.078	.478		

Table 3 below shows a description of the data on the Consumer Purchase Interest variable. The mean is 313.91, the median is 314.50, and the range is 116. For more details, see Table 3.

Table 3. Data Description of the Consumer Purchase Interest Variable

		Statistic	Std. Error	
Descriptives				
Minat beli	Mean	313.91	2.927	
	95% Confidence Interval for Mean	Lower Bound	308.10	
		Upper Bound	319.72	
	5% Trimmed Mean	314.91		
	Median	314.50		
	Variance	856.931		
	Std. Deviation	29.273		
	Minimum	240		
	Maximum	356		
	Range	116		
	Interquartile Range	60		
	Skewness	-.331	.241	
	Kurtosis	-1.076	.478	

Analysis Requirements Test Results

Normality Test

The first analysis requirement test is the normality test. The results of the normality test in this study can be seen in Table 4 below.

Table 4. Data Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mutu Layanan	.139	100	.000	.907	100	.000
Minat beli	.135	100	.000	.907	100	.000

a. Lilliefors Significance Correction

Table 4 shows that the significance value of the data obtained for both variables (service quality and consumer purchasing intention) is 0.000, which is $0.000 < 0.05$, indicating that the data are not normally distributed. Further analysis, using the residual values of both variables to determine whether the data is normally distributed, can be seen in Table 5 below.

**Table 5. Residual Values of Both Variables
One-Sample Kolmogorov-Smirnov Test**

		Unstandardize d Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.59647493
Most Extreme Differences	Absolute	.231
	Positive	.231
	Negative	-.112
Test Statistic		.231
Asymp. Sig. (2-tailed)		.000 ^c

Table 5 shows that by searching for the residual value of the Service Quality and Consumer Purchase Interest variables, the Asymp. Sig (2-tailed) value is 0.000, which means that $0.000 < 0.05$ means that the data is also not normally distributed.

Linearity Test

The second analysis requirement is the linearity test. The results of the linearity test in this study can be seen in Table 6 below.

**Table 6. Data Linearity Test
ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Minat beli * Mutu Layanan	Between Groups	(Combined)	84817.15 7	34	2494.62 2	8519.28 8	.000
		Linearity	84800.96 8	1	84800.9 68	289600. 502	.000
		Deviation from Linearity	16.189	33	.491	1.675	.038
	Within Groups		19.033	65	.293		
Total			84836.19 0	99			

The linearity test found a Deviation from Linearity of 0.038. A value of $0.038 < 0.05$ indicates that the data obtained by the researcher does not demonstrate a linear relationship between the independent and dependent variables. Because the data generated is non-normal and non-linear, the researcher used a Non-Parametric Test to test the proposed hypothesis.

Hypothesis Test Results

Hypothesis Test Results: Institutional Service Quality (X) on Consumer Purchase Intention (Y)

The purpose of this study was to determine the relationship between institutional service quality (X) and student consumer purchase intention (Y) at elementary schools in Diwek District. The research sample used was 100 respondents, consisting of 25 respondents each from four schools in Diwek District: Ceweng Public Elementary School in the north; Jatipelem II Public Elementary School in the west; Cukir 1 Public Elementary School in the south; and Watugaluh Public Elementary School in the east. Data analysis results from the t-test using SPSS 16.0 for Windows. Tables 4.1 and 4.2 show the results of the research hypothesis testing using non-parametric statistical tests because the resulting data were not normally distributed and were not linear.

**Table 7. Results of the Hypothesis Test of X against Y
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.59647493
Most Extreme Differences	Absolute	.231
	Positive	.231
	Negative	-.112
Test Statistic		.231
Asymp. Sig. (2-tailed)		.000 ^c

**Table 8. Non-Parametric Correlation Test
Correlations**

			Quality of Service	Purchase Interest
Kendall's tau_b	Quality of Service	Correlation Coefficient	1.000	.995**
		Sig. (2-tailed)	.	.000
		N	100	100
	Purchase Interest	Correlation Coefficient	.995**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100
Spearman's rho	Quality of Service	Correlation Coefficient	1.000	1.000**
		Sig. (2-tailed)	.	.000
		N	100	100
	Purchase Interest	Correlation Coefficient	1.000**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the calculation results in Tables 4.1 and 4.2, namely for testing the hypothesis, the significance for both variables (Service Quality and Consumer Purchase Interest) is 0.000 where $0.000 < 0.05$, so that "H1 is accepted and H0 is rejected" with the conclusion that the hypothesis is accepted. The meaning of the accepted hypothesis is that there is a significant relationship between the institution's Service Quality (X) and Student Consumer Purchase Interest (Y).

Discussion

The findings of this study, as summarized in Table 7 and Table 8, indicate that service quality has a significant relationship with consumer purchase intention among parents whose children attend public elementary schools in the Diwek Subdistrict. This result supports the study's primary objective, which sought to determine whether there is a meaningful correlation between institutional service quality and consumers' willingness to enroll or recommend educational institutions. The significant correlation suggests that parents' perceptions of service quality directly influence their intention to engage with or maintain their commitment to the school.

This result is consistent with the study conducted by Septiana & Kusumaningrum et al. (2018), who found that the role of school committees—composed partly of parents—plays a vital role in improving educational quality. The study highlighted that active parental participation, prompt response to school issues, coordination among stakeholders, and clear distribution of responsibilities all contribute to better institutional performance. The presence of strong communication and collaboration between parents and schools fosters trust, which in turn enhances perceptions of service quality. Such engagement not only contributes to the operational effectiveness of schools but also strengthens the emotional connection between the institution and its consumers, thereby influencing purchase intention.

The improvement of institutional service quality ultimately aims to create consumer interest and satisfaction, both from students and their parents. This aligns with the findings of Yusuf, Timan, & Kusumaningrum et al. (2018), who emphasized the impact of excellent administrative services on students' purchase intention. Their results showed a strong positive relationship between administrative service quality and student satisfaction, which translated into higher interest in continuing educational engagement. Similarly, Budiarti (2018) concluded that service quality, academic culture, and institutional image jointly and significantly affect students' purchase intentions at the university level, accounting for 45% of the variance in consumer interest. These studies demonstrate that consistent and reliable service delivery builds consumer confidence, encouraging both retention and recommendation behaviors in

educational contexts.

Comparable research in non-educational sectors also reinforces these findings. Studies by Ekuitas et al. (2023), Kusmanto et al. (2023), and Grandthyll et al. (n.d.) revealed that good service quality and affordable pricing significantly influence customer purchase intention. In service industries such as banking, taxation, and hospitality, dimensions such as reliability, responsiveness, assurance, and empathy are critical determinants of consumer behavior. Johnson & Karlay (2018) found that responsiveness, empathy, and assurance have a substantial impact on customer satisfaction, while price remains the most influential variable. They further noted that digitalized service systems—such as in taxation—enhance consumer consistency and trust. These results suggest that effective service management, when combined with transparent pricing and responsiveness, fosters customer loyalty across industries.

In addition, Zygiaris et al. (2022) found that empathy, assurance, reliability, responsiveness, and tangibility collectively contribute to customer purchase intention in automotive repair services. Their study emphasized that personal attention, clear communication, and efficient service delivery enhance perceived service quality. Translating this insight into the educational context, schools must also provide responsive communication, empathetic interaction, and professional service from teachers and administrators to maintain parental trust. Just as service speed and politeness matter in customer relations, educational institutions benefit from personalizing communication and promptly addressing parents' concerns.

Contrasting evidence is presented by Mahsyar & Suropati (2020), who reported that service quality did not significantly affect customer satisfaction, although satisfaction itself strongly influenced loyalty. This finding suggests the presence of intervening variables that mediate the relationship between service quality and purchase intention, such as product quality or organizational reputation. Similarly, Indajang (2023) found that both service quality and price have significant positive effects on customer satisfaction, indicating that the interplay between quality and affordability determines consumers' final purchase decisions. This mixed evidence reinforces the need for educational institutions to balance service excellence with accessibility to maintain competitiveness and ensure sustained parental engagement.

The findings of this study align with Nurabadi & Kusumaningrum (2023), who argued that the creation of institutional capability in designing high-quality services leads to enhanced customer satisfaction and loyalty. Likewise, Maulina et al. (2021) emphasized that providing consistent and responsible service to students reflects an institution's commitment to educational quality and consumer satisfaction. In this research, parents' perceptions of improved service

quality in public elementary schools in Diwek directly correlated with higher satisfaction and a stronger intention to continue using or recommending the institution. This confirms that public education institutions, despite their non-commercial nature, are still subject to consumer behavior dynamics similar to those observed in private organizations.

Finally, the results are also supported by Budiarti & Pambudi (2022), who identified that the level of institutional quality is determined by factors such as management performance, teaching methods, and human resource competence. Strengthening these dimensions enhances the overall service experience perceived by parents and students alike. Therefore, improving service quality in public elementary schools can be achieved through effective managerial practices, appropriate instructional strategies, and the professional development of teachers and staff. When these aspects function harmoniously, the overall quality of educational services will improve, fostering trust and increasing parents' purchase intention. In conclusion, the study provides strong empirical evidence that enhancing institutional service quality serves as a strategic pathway for public elementary schools to build satisfaction, trust, and long-term commitment among consumers within the education sector.

CONCLUSION

The findings of this study reveal that numerous factors are interconnected and significantly influence purchase intention, purchasing decisions, and consumer loyalty within educational institutions. Among these, the quality of institutional services stands out as a decisive factor shaping parental and student engagement with schools. The results indicate a significant positive correlation between service quality and consumer purchase intention among parents whose children attend public elementary schools in the Diwek Subdistrict. This implies that higher perceived service quality—characterized by tangibility, reliability, responsiveness, assurance, and empathy—leads to greater willingness among parents to choose, remain loyal to, and recommend the school.

The validity and reliability testing of the research instrument confirmed that all questionnaire items were statistically sound, ensuring the consistency and credibility of the collected data. Consequently, the instrument used in this study can be applied confidently in further research examining the relationship between service quality and consumer behavior in educational contexts. The empirical evidence underscores that improved service quality not only enhances consumer satisfaction but also builds trust and long-term commitment among educational stakeholders, reinforcing the role of schools as service-oriented institutions within the public sector.

From a theoretical perspective, the study contributes to the growing discourse on service quality and consumer behavior in education by empirically validating the SERVQUAL model in the context of public elementary schools. The results support previous findings that link service excellence with consumer engagement while extending the applicability of service quality theories to non-commercial educational settings. This strengthens the theoretical understanding that educational institutions, though publicly funded, operate under similar market dynamics where perception, satisfaction, and trust significantly influence consumer decisions.

Practically, the findings provide valuable insights for educational policymakers, administrators, and school leaders. Enhancing service quality should be prioritized as a strategic pathway for improving parental trust and student retention. Schools are encouraged to develop continuous quality improvement programs focusing on teacher professionalism, administrative responsiveness, communication transparency, and empathetic engagement with parents. Furthermore, fostering collaboration between schools and parent committees can enhance stakeholder involvement, strengthening the institution's public image and competitive advantage.

Future researchers are encouraged to broaden the analytical scope by incorporating additional variables such as institutional reputation, pricing strategy, digital service quality, academic culture, and leadership effectiveness. Employing longitudinal or comparative research designs across different educational levels would provide deeper insights into how service quality perceptions evolve over time. Such studies would further enrich the field of educational management and Islamic education administration, offering comprehensive frameworks for designing high-quality, consumer-centered educational services. This study affirms that service quality is not merely an operational necessity but a strategic determinant of institutional sustainability. Educational institutions that consistently deliver high-quality services are more likely to foster satisfaction, trust, and loyalty among their consumers—ensuring their continued relevance and competitiveness in an increasingly demanding educational landscape.

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