



Student Performance Model: Promotion, Service, and Student Loyalty Analysis - Case Study of STIE STEKOM in Indonesia

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ABSTRACT

The purpose of this paper is to explain student performance beyond its relationship with promotion and services by including relational variables, student loyalty, as moderators. The respondents are students of STIE STEKOM, with samples of 125 students. The data analysis used a Partial Least Square approach. The findings of this study revealed promotions were statistically related to student loyalty and performance as well, while service has an effect on student loyalty but has no effect on student performance. Furthermore, student loyalty mediates the relationship between promotion and student performance, as well as the relationship between service and student performance. This study suggests service and promotion are productive things for universities in improving their performance on the global stage, making them loyal and motivating them to recommend their institutions to other parties.

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1. INTRODUCTION

A private university's educational service is an important institution that allows students, who are the consumers, to acquire material and mental fulfillment and loyalty and contribute to their success. Today, universities are increasingly engaged in business-related education services to assist students in developing convergence knowledge in preparation for the industrial revolution and overcoming existing employment challenges (Lee & Seong, 2020). With this in mind, private education institutions are interested in developing business-related services that might encourage innovative thinking and assist students in acquiring the knowledge and skills required for employment.

Promotion is an essential marketing mix component for businesses to market their products and services. Promotional variables influence whether or not a product or service is accepted in the community and among loyal customers. To retain customers, they must be reminded on a regular basis through intensive promotions (Tanduklangi & Yusuf, 2017; Sudari et al., 2019). Higher education institutions use

aggressive promotions to gain the attention of the public, particularly committed students.

Higher education, as a platform for printing the nation's generation, must be managed correctly, effectively, and efficiently. Globalization's current influence is competitive competition among universities. The growing number of higher education institutions necessitates additional research to enhance business performance and competitiveness (Brkanlić et al., 2020). Due to the continual competition between public and private schools in terms of quality and overall profitability, private colleges rely more on their own resources without government aid. Due to the constant competition between public and private institutions in terms of quality and overall business, while private universities in Indonesia rely more on their own resources without government assistance, it is necessary to conduct research to determine the effect of marketing instruments such as service and promotion on student loyalty in private universities.

To improve higher education business performance in general, research on the impact of service and promotion on student loyalty and performance can be conducted in higher

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education institutions, with results compared to gain insights for scientific and practical purposes. This study was undertaken with the goal of maximizing student loyalty and performance at Indonesian private universities through the implementation of good service and promotions.

Surveys were used to determine the following study questions: 1) How do education services (recognition and graduation, research activities, industry interactions, safety and security, library and computational) affect student loyalty? 2) How do education promotion media (banners, websites, social media, pamphlets and brochures, sponsorships, and educational fairs) affect student loyalty? 3) How does service affect student performance through student loyalty? 4) How does education promotion affect student performance through student loyalty?

In terms of service, the management of STIE Studi Ekonomi Modern has tried to provide the best to its students, such as having expert staff who deal directly with customers and then providing qualified facilities to actively support smooth activity for students. This study was conducted to emphasize the necessity of providing exceptional service quality and increasing student loyalty. As the market for universities became increasingly competitive, STIE STEKOM, a private institution in Sukoharjo, continued to improve the level of services supplied to students in order to maintain student satisfaction and loyalty.

2. LITERATURE REVIEW

2.1 Promotion, Student Loyalty, and Student Performance

Private educational facilities can also be considered as a marketing opportunity in terms of client relationships relationships (Lee & Seong, 2020). The quality of a private university's educational services can have an impact on its institution's success as well as student loyalty. In the context of higher education, it is usually assumed that universities that provide good job opportunities for graduates are among the best. This has emerged as an important success factor for private universities. Interactive communication methods, such as educational fairs and counseling visits (personal selling), are useful for approaching potential students because they allow institutions to demonstrate their service offerings and allay their worries through direct face-to-face meetings.

According to Kalafatis & Ledden (2013), students' willingness to stay connected to their universities is a sign of their loyalty. This willingness can take many different forms, such as their willingness to enroll in additional higher degree programs at the same university, recommend the program or university to others through positive word of mouth, or even go so far as to continue being associated with the university as alumni. Loyalty is defined as a student's behavioral intention, which includes sentiments of pride in their university, active promotion of classes, and peer referrals (강호계 et al., 2013). Keeping this in mind, student loyalty can be used as a critical parameter of the commercial performance of higher education institutions that wish to retain students till graduation (Kaushal & Ali, 2020).

Higher education institutions view loyalty as the result of their numerous efforts to update and improve premises, teaching, industry interaction placements, and outreach, to name a few (MULYONO et al., 2020). As a result, student

satisfaction and loyalty are the most significant factors in determining the most effective strategic management to achieve long-term success for public and private entities (Yusof et al., 2019). Thus, the following hypotheses can be formulated:

H1: There is a significant effect between promotion and student loyalty.

H2: There is a significant effect between promotion and student performance.

H3: There is a significant effect between promotion and student performance through Student loyalty.

2.2 Service, Student Loyalty, and Student Performance

Higher education institutions have been thrust into a highly competitive marketplace as a result of technological advancement and reducing global boundaries (Lomer et al., 2018). As a result, colleges have adopted brand strategies to address global concerns (Weinstein & McFarlane, 2017; Pucciarelli & Kaplan, 2016). In a context where higher education marketization is intense, colleges also increase their educational service offerings (Polkinghorne et al., 2017).

The core service from an education institution is a learning experience co-created with the student (Khoshtaria et al., 2020). Core educational services cannot function effectively without supplemental services (Khoshtaria et al., 2020). The two parts interact to create the university experience.

Service processes are critical in maintaining momentum towards academic and non-academic goals for both students and institutions (Alimawi, 2021). Availability, accessibility, and responsiveness are thus crucial characteristics linked with service processes, all of which influence the institution's service quality and efficacy institutions (Alimawi, 2021). Ciobanu (2013) stated that students link their academic success and learning experience to how services contribute to these areas. As can be observed, the services and activities given by the university's various student assistance offices improved student achievement. As a result, the university must ensure that these student support offices stay dedicated to providing services and programs that improve student performance (Estacio et al., 2022).

Technical and non-technical talents, interpersonal abilities, leadership and teamwork, self-assurance, general knowledge and intellectual intelligence, stress management, and idea development are all valuable. Measuring service delivery in terms of student performance is critical for increasing their skills and knowledge (P. Mahajan & Golahit, 2020),

Today, competition among private institutions is so fierce that universities must prioritize student satisfaction and loyalty (MULYONO et al., 2020). As a result, universities as academic institutions should continue to innovate, diversify their structures, and develop new ways to better serve their clients (Rahman et al., 2020). The occurrence of this phenomenon pushed universities to provide the finest possible service to students in order to compete. The study by Mulyono et al. (2020) found that the services offered to students can preserve their satisfaction and loyalty.

Providing the greatest service is critical to survive the competition (Nguyen et al., 2020; Tabash et al., 2019). Even excellent Asian universities are attempting to promote student happiness and loyalty by doing quality research and sustaining

current and expected service quality (Yeo & Li, 2014). Student loyalty is a critical aspect in choosing the optimal strategic management to ensure long-term success for both public and private schools (Yusof et al., 2019). As a result, universities, as academic organizations, must continue to innovate, diversify their structures, and find new ways to better serve their students (Rahman et al., 2020). In the service industry, the majority of future business is generated by existing or experienced clients once they have received service (P. Mahajan & Golahit, 2020). So, in order to increase the number of students, it needs to be willing to refer experienced and renowned services (Mahajan & Suresh, 2017b).

Students' loyalty is one of the most essential factors in identifying which aspects of the university experience are necessary to foster students' co-creation behaviors (Pinna et al., 2023). However, loyalty is concerned with an individual's interaction with a brand (Kaushal et al., 2019). It is also linked to the spread of favorable word of mouth about an organization (Zhang et al., 2014). Student loyalty to higher education institutions has become a reoccurring subject that has received increased attention (Thomas, 2011). According to research conducted among students at a public institution in Ghana, there is a significant correlation between satisfaction, commitment, and loyalty (Mattah et al., 2018).

In the educational business, loyalty can be used to assess the effectiveness of higher education institutions. The approach was developed to explain student loyalty and performance at university by investigating service and performance. Therefore, service and promotion were evaluated inside a model that is thought to be comprehensive enough to explain loyalty and student performance. Thus, the following hypotheses can be formulated:

H4: There is a significant effect between services and student loyalty.

H5: There is a significant effect between services and student performance.

H6: There is a significant effect between services and student performance through student loyalty.

3. METHODS

3.1 Sample and Data Collection

This study used a quantitative approach, using questionnaires as tools to collect data. A self-administered survey through an internet-Google-form tool has been considered. The research sample was students of STIE STEKOM located in Sukoharjo, Indonesia. This university focuses on economics, which consists of two departments, namely management and accounting. From the questionnaires distributed to students, 126 were returned, while 1 was incomplete, so there were 125 questionnaires that could be used. A questionnaire was given to students from July until August 2023. This number corresponds to the minimum number of samples based on the 10-times rule" method. The "10-times rule" method is the most extensively employed in PLS-SEM (Sarstedt et al., 2021; Peng & Lai, 2012). The most frequent form of this strategy is based on the requirement that the sample size should be at least ten times the maximum number of inner or outer model linkages pointing to any latent variable in the model (Goodhue et al., 2012).

The perception of students (the primary customers) is critical in the provision of educational services. Students in their first, second, third, or final year of study participated in the survey. Part I of the questionnaire asks about students' demographic and regional features, while Part II covers impressions of services, promotions, student loyalty, and student success.

3.2 Measurement

Measurement of educational services. Four items were used, including "universities get recognition and gradation". These are adapted from Prasad & Bhar (2010): "There are research activities at the university", adapted from Reddy et al. (2016), Sarma & Sharma (2014), Subbarao (2013). "The university has collaboration with industry circles", adapted from Pal Pandi et al. (2013), Bhatia & Bhatia (2008). "The level of safety and security at the university is well maintained" adapted from Gambhir et al. (2016), Elliott & Healy (2001). "The libraries and computers at the university are quite complete" adapted from Jain et al. (2013), Gupta (2011), Deshmukh (2006), Sayeda et al. (2010).

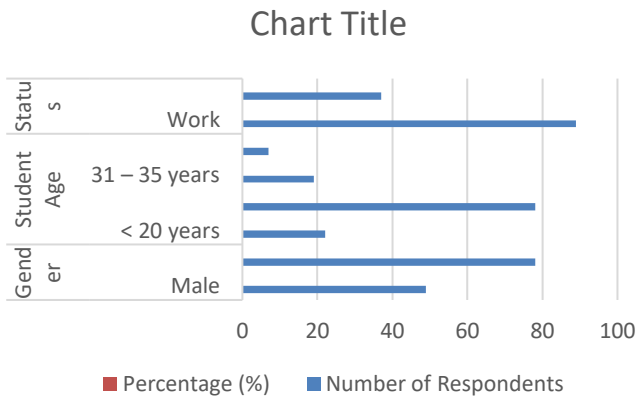
Measurement of educational promotion. Educational promotion was measured by five items adapted from Mahajan & Golahit (2019). These items include: "the university banner really attracts attention"; "the university has a website that is used to fulfill needs and information"; "the university has social media that can be accessed by all groups"; "the university has pamphlets or brochures that are used as promotional tools"; "the university often sponsors TV, radio, and other advertising media"; "I have participated in educational promotions held by the university at senior high schools".

Measurement of student performance. Student performance was measured using six items adapted from Mahajan & Golahit (2019). The six items include: "Creativity increases after studying at this university"; "Learning at this university encourages students to gain self-confidence"; "The spirit of leadership is cultivated during studies at this university"; "I was always required to have a hardworking spirit while studying at this university"; "I am always equipped to work together with the study group"; and "I have sufficient general knowledge."

Measurement of loyalty. Loyalty was measured using five items adapted from Timm (2002). The five items include: "I recommend this university to others"; "I always maintain the good name of this university"; "I am very satisfied with learning at this university"; "I gained experience studying at this university"; "I share my experience of studying at this university."

4. RESULTS

The frequency analysis of the participants (N = 126) was conducted to explain demographic characteristics and is presented in Figure 1. From Table 1, it can be seen that the majority of respondents in this study were female, namely 61.90%, compared to 38.88% of male students. Most of the students were in the age range of 20–25 years, with a percentage of 61.90%, while those aged <20 years were 17.46%, those aged 31–35 years were 15.08%, and those aged >35 years were 5.55%.



Source: Processed Primary Data, 2023

Fig. 1. Demographic Characteristics of the Sample

Furthermore, of the 126 respondents, the majority were working (70.63%), and the remainder (29.37%) were not yet working.

4.1 Data analysis

4.1.1. Descriptive Statistical Test Results

Table 1. Descriptive Statistics

Variables	Mean	Median	Max	Min	SD
Service	25,21	26	30	6	4,21
Promotion	49,65	50	60	4	9,21
Performance	48,76	48	60	0	10,16
Loyalty	20,95	22	25	0	4,65

From Table 1, it appears that the data used in the variables has a large spread because the standard deviation is greater than the mean value, indicating there is a lot of variation in the data. The lowest score for the service variable is 6, the highest score is 30, and the average score is 25.21, so the respondents' answers tend to be high. The lowest score for promotion is 4, the highest score is 60, and the average score is 49.65, so the respondents' answers tend to be high. The lowest score of performance is 0, the highest score is 60, and the average score is 48.76, so the respondents' answers tend to be high. The lowest score of loyalty is 0, the highest score is 25, and the average score is 22, so the respondents' answers tend to be high.

4.2 Evaluation of the Measurement Model (Outer Model)

4.3.1 Construct reliability and validity.

To assess construct reliability by looking at the AVE and composite reliability values as presented in Table 2 below.

Table 2. Construct reliability

Variables	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Loyalty	0,891	0,894	0,920	0,698
Performance	0,950	0,953	0,960	0,773
Promotion	0,933	0,935	0,946	0,716
Service	0,898	0,903	0,922	0,663

From table 2, each construct is very reliable because it has a high composite reliability above 0.80, and the AVE values are all above 0.5. Likewise, each indicator is significant at 0.05.

This can be seen from all indicators having a calculated T statistical value above T table 1.96 (sig. at 0.05).

4.3.2 Discriminant Validity

Discriminant validity can be seen from the cross-loading value by comparing the correlation of indicators of one construct with other constructs. The cross loading results are presented in Table 3 below.

Table 3. Cross-loading between constructs

Cross Loadings	Loyalty	Performance	Promotion	Service
X1.1	0,669	0,575	0,691	0,782
X1.2	0,704	0,690	0,733	0,846
X1.3	0,649	0,554	0,676	0,812
X1.4	0,702	0,679	0,636	0,780
X1.5	0,653	0,651	0,615	0,809
X1.6	0,786	0,780	0,691	0,854
X2.1	0,596	0,661	0,742	0,657
X2.2	0,752	0,726	0,838	0,738
X2.3	0,679	0,603	0,853	0,689
X2.4	0,672	0,701	0,862	0,728
X2.5	0,673	0,693	0,872	0,648
X2.6	0,691	0,692	0,874	0,725
X2.7	0,707	0,699	0,876	0,707
Y1.1	0,816	0,892	0,740	0,729
Y1.2	0,772	0,873	0,727	0,771
Y1.3	0,737	0,884	0,679	0,691
Y1.4	0,708	0,760	0,579	0,560
Y1.5	0,821	0,928	0,732	0,744
Y1.6	0,834	0,922	0,741	0,749
Y1.7	0,813	0,887	0,757	0,731
Z1.1	0,855	0,830	0,711	0,753
Z1.2	0,821	0,750	0,667	0,657
Z1.3	0,865	0,740	0,693	0,762
Z1.4	0,770	0,685	0,660	0,675
Z1.5	0,864	0,728	0,639	0,722

From table 3, it can be seen that the loading indicator value for each construct is greater than the correlation value of other construct indicators. Thus, it can be concluded that each construct is valid.

4.3.3 Evaluation of the Structural Model (Inner Model)

The next table (see Table 4) displays the R-Square (R2) values for the variables based on the measurement results. It is evident from Table 4's data that the pupils' loyalty variable has a R square value of 0.759. The percentage of variables impacted by the service and promotion variable is displayed in this figure. The independent variable had a 75.9% effect on students' loyalty, with other variables accounting for the remaining 24.1%. The R square value for students' performance variables was 0.819, indicating that there is an 81.9% effect of service, promotion, and loyalty variables on students' performance;

other variables not included in this study can account for the remaining 18.1%.

4.3.4 Direct Effect Test

The direct effect of test results for each variable could be seen

Table 4: R Square

Independent Variable	R Square	Adjusted R Square
Loyalty	0,763	0,759
Performance	0,823	0,819

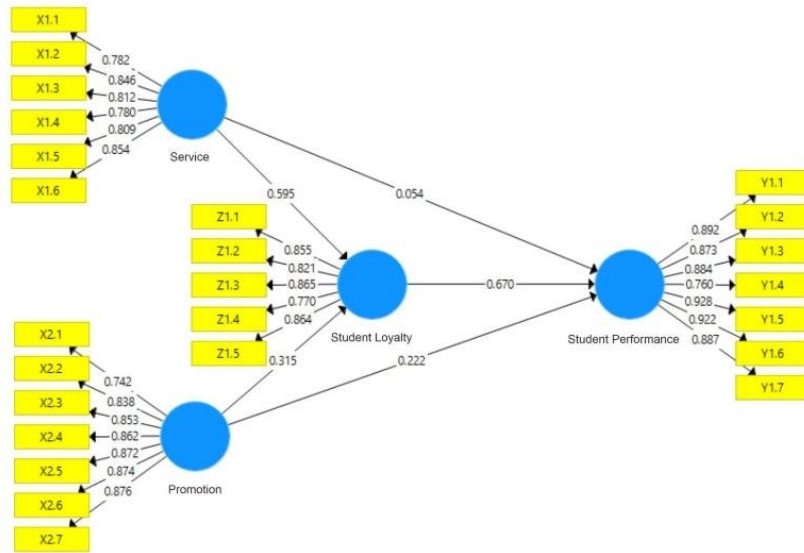


Fig. 2. Structural model

Table 5: Path Coefficients

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Loyalty -> Student Performance	0,670	0,670	0,088	7,660	0,000
Promotion -> Loyalty	0,315	0,314	0,084	3,766	0,000
Promotion -> Student Performance	0,222	0,221	0,109	2,038	0,042
Service -> Loyalty	0,595	0,595	0,081	7,340	0,000
Service -> Student Performance	0,054	0,056	0,116	0,464	0,643

in the Smart PLS algorithm results table in assessing the path coefficient directly given in Figure 2 and Table 5. From the results obtained in Table 5, the coefficient effect of promotion on student loyalty is 0.315 with a p value of 0.000 < 0.05, so promotion has a significant positive effect on students' loyalty. The coefficient effect of promotion on student performance is 0.222, with p values of 0.042 < 0.05. It means there is a significant positive effect of promotion on student performance. The coefficient effect of service on student loyalty is 0.595, with p values of 0.000 < 0.05. It means there is a positive effect of service on student loyalty. While the coefficient effect of service on student performance is 0.054, it is not significant with a p value of 0.643 > 0.05. It means there is no effect of service on student performance. The coefficient effect of

student loyalty on students performance is 0.670, with p values of 0.000 < 0.05, which means that student loyalty has a positive effect on students' performance. Therefore, it can be concluded that student loyalty has a positive and significant effect on student performance.

From the results above, there are four significant relationships, namely between student loyalty and student performance, promotion and student loyalty, promotion and student performance, service and student loyalty. All are significant at 0.05. Meanwhile, the relationship between service and student performance is not significant.

4.3.5 Indirect Effect Test

The T-statistics test (t-test), which had a significance level of 5%, was used to test for indirect effects. A p-value of less than 0.05 (± 5%) indicated that the test was significant; on the other hand, a p-value of more than 0.05 (α 5%) indicated that the test was not significant. Table 6 below displays the findings of the indirect test for the examined latent variables:

Table 6: Indirect effect

	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Promotion -> Student Performance	0,211	0,209	0,059	3,601	0,000
Service -> Student Performance	0,399	0,400	0,084	4,728	0,000

It can be seen from the results obtained in Table 6 that the indirect effect of promotion on students' performance through students' loyalty was 0.211, when the p-value is $0.000 < 0.005$, and the service indirectly and significantly affected the students' performance through students' performance amounted to 0.399, when the p-value is $0.000 < 0.005$. In other words, students' loyalty significantly mediated the correlation between promotion and students' performance and the correlation between service and students' performance as well.

4.3 Discussion

4.3.1 The Effect of Promotion on Student Loyalty and Student Performance

The findings of this study revealed that promotion has a substantial impact on student loyalty. The findings of this research are in contrast to the results of research by Richardo et al. (2020), which show that promotions do not affect student loyalty. Student loyalty will arise based on the experience gained during college, so it is possible that promotions will influence loyalty when the benefits of promotional programs are felt to directly support student performance.

Through promotions, universities offer and communicate educational service products to students. Universities, through sustainable promotion, convey the implicit meaning in the minds of students, who will ultimately select the promoted product. By continuing to hold promotions, it is hoped that students can increase student loyalty, which will lead to optimal student performance.

This result also contradicts the findings of (P. Mahajan & Golahit, 2020), who demonstrated that aspects of the service marketing mix, such as place and promotion offered by technical education institutions, have no discernible effect on students' performance and should be reexamined in order to obtain the anticipated level of performance from their students. This implies that marketing communication sources should be used as one of the primary means of promoting student accomplishments and skill and knowledge enhancement initiatives.

Marketing is becoming increasingly important in higher education (Stukalina, 2019). Marketing tactics designed to promote educational programs and services. Managers operating in the field must take a more market-oriented approach, as dictated by the issues they encounter today. The transition to marketing is directly related to rising trends in the field, including massification, globalization of higher education, modernization of higher education, and student base diversification (Stukalina, 2019). This requires modern academia to develop a competitive strategy aimed at attaining academic achievement and attracting the best talent in the highly competitive higher education market. The study's findings may be valuable for managers in charge of designing a competitive marketing plan for a university to promote its educational services and programs.

Promoting and publicizing students' performance-based successes on social media and in newspapers is an effective approach to acknowledging their efforts and accomplishments while also boosting morale. Performance-based triumphs should be recognized at the institutional level, as this will serve as motivation for others. STIE STEKOM has created promotional campaigns across numerous media platforms, particularly social media. Thus, STIE STEKOM's social media

promotion is extremely effective in increasing student loyalty and performance.

4.3.2 The Effect of Service on Student Loyalty and Student Performance

The findings of this study demonstrate that service has a major impact on student loyalty. However, it has no impact on student performance. This result is in line with the findings of (Yeo & Li, 2014) that to increase student loyalty through service quality, as well as (Yusof et al., 2019), which suggest that loyalty is one of the important aspects in determining the best strategic management to ensure long-term success for both public and private institutions. So one of the efforts to win the competition in the education business is by providing excellent service, such as the opinions of Nguyen et al. (2020) and Tabash et al. (2019), which state that providing excellent service is crucial to competitive success. Previous research has demonstrated that core academic services, including support and other peripheral services, have an important impact on student satisfaction and loyalty (Annamdevula & Bellamkonda, 2016; Clemes et al., 2013; Huili & Jing, 2012).

Various stakeholders see the university's interests, including society, the government, student parents, and students themselves. A university must pay attention to their students' abilities as a type of normative obligation in which educational institutions must provide the best service possible, which includes monitoring and managing student academic progress (Setiawan et al., 2020).

Universities, as one sort of service-oriented institution, offer educational services to their students at both the undergraduate or diploma level and postgraduate (master's or doctorate) levels. The sustainability of higher education is heavily influenced by the synergy between the performance of each faculty and the study programs it supports (Setiawan et al., 2020). Students are university business sources and collaborators. Various educational service activities that involve students are crucial to their skill and competency development (Kuh, 2009). These findings are consistent with those of Mahajan & Suresh (2017), who discovered that physical infrastructure and academic and non-academic services had a substantial impact on employability skills in technical education.

Loyalty in educational services demands the formation of solid relationships with students, who will eventually provide the financial foundation for future university activities (Subrahmanyam & Raja Shekhar, 2017). Customer brand loyalty in educational services necessitates the establishment of strong relationships with students, who financially support the continuation of university activities even after graduation (Hennig-Thurau et al., 2001); (Carvalho & de Oliveira Mota, 2010). To retain students until graduation and then attract them back (Rojas-Mendez & Vasquez-Parraga, 2015), student loyalty assists university administrators in designing appropriate programs that originate, grow, and maintain successful long-term connections with students (Annamdevula & Bellamkonda, 2016).

A university can be considered effective in terms of quality management and customer relations if its students demonstrate great loyalty in their actions to keep their education contracts with the university. This is what is known as the student retention rate. The success of a university in retaining students

demonstrates a consistent level of trust in the university they choose.

Academic attainment is one of the factors that can be used to evaluate student performance. The university's management of many variables that can influence students' academic progress must be effective in order to develop and maintain continuity of success (Setiawan et al., 2020).

This study's findings suggest that university administration should focus on loyalty programs that effectively promote loyalty among the most important stakeholder group: students. In a competitive market like education, with varying opinions of the quality of educational services, loyalty, as a complicated tool, can be an effective strategy to achieve institutional goals and develop solid and long-lasting connections.

4.3.3 *The Effect of Service and Promotion on Student Performance through Student Loyalty*

In today's globalized world, higher education must be viewed as a service business, with institutions acting as service providers (Todea et al., 2022). Therefore, colleges should focus on the interests and wants of all stakeholder groups, notably students. Furthermore, to be successful, the higher education system must be directly linked to the increasingly complicated demands of profit (Dabija et al., 2014). The application of marketing principles to higher education is discussed, ranging from relationship marketing (Helgesen, 2008) to evaluating brand equity (Pinar et al., 2014; Mourad et al., 2020; Dennis et al., 2016, academic branding (Pop & Todea, 2018; Pop et al., 2019).

The advancement of academic achievement and student retention are influenced by a wide range of internal and external influences. While external variables come from colleges, instructors in the classroom, and academic advisors, internal factors come from the students' own families and personal lives. Suhaily & Soelasih (2015) suggest that a university's environment, which includes the availability and state of its facilities and infrastructure (buildings, elevators, classrooms, air conditioners, etc.), affects students' academic success on both a physical and psychological level in offering consolation inside the campus setting.

Building trusting relationships with students is essential to fostering loyalty in educational services since they will ultimately supply the funding for ongoing university initiatives (Subrahmanyam & Raja Shekhar, 2017). Furthermore, it speaks to students' readiness to support, commend, and advocate for the school for friends, family, and acquaintances from various backgrounds whenever the chance arises (Kunanusorn & Puttawong, 2015). An educational institution's ability to succeed is based on the devotion of both current and past pupils. Accordingly, student loyalty denotes fidelity to the university both throughout and after the student's academic career (Hennig-Thurau et al., 2001).

Like any other service, education is provided by universities, and as such, students are the best people to determine what they need from one another and how good their education is (Tomlinson, 2017). The development of students' skills and competencies depends on a variety of student-involved educational service activities (Kuh, 2009). These results are in line with those of Mahajan & Suresh (2017), who found that academic and nonacademic services, as well as

physical facilities, had a significant impact on employability skills in technical education.

When it comes to educational services, building strong bonds with students is essential to maintaining brand loyalty because they provide financial support by (Hennig-Thurau et al., 2001) for university operations long after graduation (Carvalho & de Oliveira Mota, 2010). In order to hold onto pupils until they graduate and then draw them back, university administrators may create effective programs that establish, nurture, and sustain fruitful, long-term connections with students with the help of student loyalty (Annamdevula & Bellamkonda, 2016). Prior studies have indicated that fundamental academic services, such as assistance and additional auxiliary services, have a significant influence on student contentment and allegiance (Annamdevula & Bellamkonda, 2016; Clemes et al., 2013;

In order to inform target markets about higher education brands and products, promotion refers to conventional mass advertising through traditional media (e.g., press advertising, publicity, electronic media; Ivy, 2008). Numerous academic studies have demonstrated the significance of public relations, publicity, media advertising, sales promotion, personal selling, and public relations in advancing educational institutions (Gibbs & Knapp, 2012; Harris, 2009). Service promotion is a multifaceted phenomenon that involves emphasizing material resources, emphasizing the provision of high-quality services, and sharing the positive experiences of contented clients (Lovelock, C. and Wright, 2002).

Promotion and brand identity tools, such as advertising, mascots, mottos, logos, names, and promotional advertising, are the focus of early study in higher education (Bunzel, 2007; Jevons, 2006). It has also been questioned if these promotional strategies are effective (Bunzel, 2007; Jevons, 2006). Numerous studies have looked at different facets of higher education that students believed were crucial to the advancement of universities. Ivy (2008), for instance, identifies seven crucial factors that students look for in a business school when choosing a university. The academic program, reputation, cost, prospectus, interactions with staff, teachers, and other students, as well as promotions and premiums (different offerings) are some of these. As a result, managers must take proactive steps to establish and preserve solid, long-lasting connections (Todea et al., 2022). For instance, the setting of the school needs to support students' ongoing education. Managers should also make sure that services are prompt and effective, that academic staff members are competent, and that administrative staff members are polite and always mindful of the needs and preferences of students.

5. CONCLUSION

The results show that promotion has a positive effect on both student loyalty and performance, while service has an effect on student loyalty but has no effect on student performance. Furthermore, student loyalty mediates the relationship between promotions and student performance, as well as the relationship between service and student performance.

Private educational facilities can also be viewed from a marketing perspective in relation to customer relationships (Lee & Seong, 2020). Promotion is one of the marketing mix

variables that is very important for universities to market educational products and services. Promotional factors determine whether or not a product or service is accepted by students. And to make students loyal, students need to always be reminded through continuous promotions. STIE STEKOM uses promotions as a suggestion to maintain relationships with customers, namely students. The success of promotions can be seen from their influence on student loyalty, which ultimately influences student performance as the expected output is in line with expectations. The results of this research have proven that loyalty mediates the relationship between promotion and student performance. It is hoped that it will provide insight into how promotion has also contributed to improving student performance.

The quality of educational services provided by private colleges can have an impact on their business success (Lee & Seong, 2020). STIE STEKOM attempts to give the greatest service for students, as evidenced by the findings of this study, which show that student loyalty has increased. However, it has not been proven that service has a direct positive affect on student performance. Furthermore, loyalty is proven to mediate the relationship between service and student performance. STIE STEKOM, as a private institution, has continued to improve the level of services it provides to students in order to retain their loyalty. It is hoped that this will provide insight into how the success of higher education services in increasing student loyalty can also improve student performance.

The key findings of this study have significant consequences for policymakers and university management, as well as administrators, academic and non-academic staff. First and foremost, promotions and services have a positive impact on loyalty. These findings may assist institutional administrators in identifying the aspects that contribute to student loyalty. Furthermore, student loyalty modulates both the association between promotions and student performance and the relationship between service and student performance. Student loyalty contributes to positive word-of-mouth, which leads to the university's brand image, influencing public opinion. A good image will draw the attention of stakeholders, benefiting both students and society. Increased student loyalty is expected to improve student performance. This is one of the indicators of the success of educational institutions.

It is necessary that management understands the research findings and determines the types of services that will assist them in boosting student loyalty and performance. The student should be considered as an important stakeholder with rights, rather than a captive user with limited options.

6. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

There are a few other issues that can be investigated within the scope of this study. It should also be highlighted that since our study is restricted to the actual respondents, extra caution should be exercised when extrapolating findings to a broader population. The data can be problematic because it is based on a single questionnaire that was only used once.

Finally, our study focused on student performance, student loyalty, and its antecedents, namely promotion and services. Identifying other characteristics besides services and promotion

can help to deepen our understanding of student performance and loyalty.

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