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Customer Loyalty Model in Relation to Service Quality and Brand Reputation Through Customer Satisfaction as a Mediation Variable at Bimbel Bintang Pelajar

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Abstract. *This study aims to explain and analyze the influence of service quality and brand reputation variables on customer satisfaction as mediating variables in increasing customer loyalty at Bintang Siswa tutoring centers spread across Greater Jakarta (Jabodetabek), Semarang, Padang, and Batam. Using a purposive sampling technique, 108 respondents were obtained, considered representative of all existing customers. The empirical model was tested using the SEM Smart PLS application to ensure the significance of the model. The results showed that service quality and brand reputation were proven to have a positive and significant effect on customer satisfaction, and customer satisfaction also had a positive and significant effect on customer loyalty. Meanwhile, the hypothesis stating that service quality will increase customer loyalty was rejected in this study and is outside the literature review used, namely the results of research conducted by (Munfaqiroh et al., 2023), which stated that service quality had a positive and significant effect on customer loyalty and research conducted by (Deviana & Tjahjaningsih, 2022), with research results showing that service quality had a positive and significant effect on customer loyalty. The results of this study also indicate that the indirect effect of service quality on customer loyalty through customer satisfaction obtained an original sample value of 0.229 with a T-statistic = 2.239 (≥ 1.96) and P-value = 0.025 (<0.05). Thus, the pattern formed indicates the presence of full mediation. The test results also show that customer satisfaction is a mediating variable of brand reputation on customer loyalty with an original sample value of 0.154 with a T-statistic = 2.008 (≥ 1.96) and P-value = 0.045 (<0.05). The hypothesis about the mediation of customer satisfaction is accepted. The limitation of this study is the possibility of self-response bias in measuring the variable indicators used in the empirical model. This finding indicates that service quality does not directly drive loyalty, but its influence is mediated by the customer satisfaction variable first, so the pattern formed indicates the presence of partial mediation.*

Keywords*: Brand; Customer; Loyalty; Mediating; Variables.*

1. Introduction

Education is currently believed to be a future investment for every parent. Education in a broad sense means a process to develop all aspects of human personality, which includes knowledge, values, attitudes and skills (Ahmad Munib et al., 2012). According to the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, Chapter VI, Article 13 states that the educational pathway consists of formal, non-formal, and informal education that can complement and enrich each other. In this article, paragraph 2 also states that the education mentioned above is provided with an open system through face-to-face and/or distance learning.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2013, concerning the Establishment of Non-Formal Education Units, Article 3 points 1 & 2, Non-Formal Education (PNF) units consist of Course and Training Institutions (LKP), Study Groups, PKMB, Majelis Taklim, and similar PNF Units. While what is meant by similar PNF units include: smart homes, joint study centers, tutoring institutions, and other forms that are developing in the community and implemented by the Director General of Early Childhood, Non-Formal and Informal Education. In Article 4 it is stated that the Tutoring Institution (LBB) that is established can organize equivalency education programs, academic competency improvement education, and/or other non-formal education needed by the community. While the learning materials are adjusted to the Outlines of the Learning Program (GBPP) determined by the Ministry of National Education.

The proliferation of tutoring institutions in Indonesia has become an interesting phenomenon in the world of education. Based on the author's observations for more than 24 years working in tutoring, several factors that parents consider in enrolling their children in tutoring include: 1) Can improve academic achievement: Tutoring can help students improve their understanding and academic achievement, 2) Overcoming learning difficulties: Tutoring can help students overcome learning difficulties and understand difficult material, 3) Increasing self-confidence: Tutoring can help students increase their self-confidence and motivation to learn, 4) Exam preparation: Tutoring can help students prepare for exams and improve their ability to face exams, 5) Developing study skills: Tutoring can help students develop effective and efficient study skills.

Based on data from the Directorate of Course and Training Development, Directorate General of Early Childhood, Non-Formal, and Informal Education, Ministry of Education and Culture of Indonesia, in 2012 it was recorded: The number of tutoring institutions was 13,446. Of this number, there were 11,207 institutions (83.35%) that had operating permits. Meanwhile, the number of tutoring participants reached 1,348,565 people consisting of elementary school students to tertiary level. Students at the high school level were in first place at 45.51%, then followed by junior high school education level at 22.97%, elementary school at 17.84%, and master's/doctoral level at 10.11%.

One of the tutoring institutions (LBB) among the many LBBs in Indonesia is the Bintang Pelajar (BP) tutoring. BP tutoring has been operating for 30 years since September 5, 1995. Since starting its operations in the form of private tutoring with teachers coming to homes in 1995 to 1997, then opening services in the form of branches from 1998 until now, BP's business growth has fluctuated, especially since the Covid-19 pandemic in early 2020. Until early 2020, BP tutoring had 35 offline branches operating in Greater Jakarta, Bandung and Semarang. However, during the Covid-19 pandemic where the Government did not allow learning activities outside the home, BP closed 18 branch offices, leaving 17 branches operating in the period from July 2020 to June 2022.

After the Covid-19 pandemic subsided and the Government allowed the reopening of learning activities outside the home, BP tutoring began adding offline branches and continued to develop its online business. Currently, BP tutoring has 32 branches consisting of 29 offline branches and 3 online branches. A total of 29 offline branches are spread across Greater Jakarta, Bandung, Semarang, Padang, Batam and Pasuruan, and 3 online BP branches serve students from all over Indonesia and 13 other countries, namely Malaysia, Thailand, Cambodia, Saudi Arabia, Qatar, Kuwait, Australia, Canada, the United States, Hungary, the Netherlands, the United Kingdom, and Germany. Services provided by BP tutoring cover the needs of tutoring for grades 4-6 elementary school, 7-9 junior high school, and 10-12 high school. The learning programs prepared vary according to student needs, namely the jago program for students in grades 4-5, 7-8, and 10-11. The high school entrance program is provided for students in grades 6 and 9, and the state university entrance program is provided for students in grade 12. In addition to a variety of programs tailored to student needs, students are given a 10-minute sermon at the beginning of each learning activity. To increase student and parent satisfaction, the BP tutoring center provides guidance and counseling staff for consultations on student motivation and psychological development, and academic staff who monitor student learning outcomes. With the development of digital technology, the BP tutoring center provides a Learning Management System (LMS) service that includes student learning outcomes development that can be accessed anywhere and anytime as long as there is an internet connection. The presence of the BP tutoring center is expected to be a solution for the community to obtain good additional learning services and does not require too much time to study per day. All of these conveniences and services are of course aimed at ensuring that the community makes the BP tutoring center a trusted educational institution that is able to meet all service needs effectively and efficiently.

Table Growth in the Number of BP Tutoring Branches from 2021 to 2025

No	Year	Number of Branches
1	2021	17
2	2022	18
3	2023	22
4	2024	23
5	2025	32

Source: Bintang Pelajar Business Development Division Data (2025)

On the national stage, although BP Tutoring has been in operation since 1995 and has a national network, its operational scale is still smaller than that of its major conventional and edutech competitors. A comparison of the number of branches and operational experience of BP Tutoring with its main competitors is presented in Table.

Table Comparison of the Number of BP Tutoring Branches with its Competitors

No	Tutoring Company	Number of Branches in 2025	Operating Experience
1	Student Star	32 branches	30 years (founded in 1995)
2	Ganesha Operation	700 branches	41 years (founded in 1984)
3	Nurul Fikri	160 branches	40 years (founded in 1985)
4	Brain Academy	300 branches	6 years (established in 2019)

Author's research data source (2026)

By the end of 2026, Bintang Pelajar Management aims to have 39 BP branches spread across Greater Jakarta, Bandung, Semarang, Surabaya, Pasuruan, Padang, Batam, and Pekanbaru. The operation of these BP branches is expected to make it easier for the community to improve the quality of education and achieve their desired school and university goals. The high public demand for professional learning services is the basis for BP Management to continue developing branches in various regions. The various services provided at each branch are expected to increase customer satisfaction and parents are increasingly entrusting their children's tutoring activities to BP.

However, the number of customers at the 29 offline branches did not all meet the target. The presence of BP branches, both new and those operating for more than five years in strategic locations, did not necessarily result in the target number of students. For example, at the Cikarang Bekasi branch, the number of students for the 2024/2025 academic year was 128 out of a target of 215, a 59.5% achievement.

A similar situation occurred at the Jl. Polisi Bogor branch. The student achievement rate at the branch, which has been operating for 21 years, was 59.4%, with 189 students reaching the target of 318. Meanwhile, the author's observations of BP's offline branches in August 2025 revealed that one factor contributing to the failure to achieve the student target was the lack of ongoing, scheduled counseling services for students taking the course. This resulted in students and their parents not using the counseling services regularly and equitably. Under these circumstances, students and parents sought solutions to their psychological and academic problems online.

The phenomenon of not achieving the target number of students also occurred at the Tirto Agung Semarang branch, although the achievement was not as bad as the Cikarang Bekasi and Jl. Polisi Bogor branches, the number of students reached 210 out of the target of 218 students, an achievement rate of 96.3%. Similarly, at the Grand Wisata Bekasi branch, the

number of students reached 325 out of the target of 335 students, an achievement rate of 97%.

Table Target and Actual Number of BP Tutoring Students for the 2024/2025 Academic Year

No	Branch Name	Region	Achievement of the 2024/2025 Fiscal Year Target		
			Target	Achievement	Achievement (%)
1	Sholeh Iskandar	Bogor City	423	326	77.07
2	Police Street	Bogor City	273	159	58.24
3	Cibubur	East Jakarta City	347	247	71.18
4	Kemang Pratama	Bekasi City	326	271	83.13
5	Rawamangun	East Jakarta City	962	765	79.52
6	Ahmad Dahlan	South Jakarta City	316	273	86.39
7	BSD Kencana Loka	South Tangerang City	200	199	99.50
8	Grand Wisata	Bekasi Regency	303	269	88.78
9	Cikarang	Bekasi Regency	224	137	61.16
10	Citra Gran	Bogor Regency	229	211	92.14
11	Summarecon Bekasi	Bekasi City	374	384	102.67
12	Albesd	South Tangerang City	272	216	79.41
13	Kembangan	West Jakarta City	200	158	79.00
14	Galaxy	Bekasi City	314	280	89.17
15	Beautiful Hope	Bekasi City	221	174	78.73
16	Dago Villa	South Tangerang City	246	181	73.58
17	YAPI Al Azhar Rawamangun	East Jakarta City	150	143	95.33
18	Tirto Agung	Semarang City	242	160	66.12
19	The Charm of Heaven	Depok City	406	261	64.29
20	Belanti	Padang City	383	338	88.25
21	Cinere	Depok City	160	180	112.50
22	Pajajaran 7	Bogor City	188	150	79.79
23	Online Elementary School	National online	800	683	85.38
24	Online Middle School	National online	1600	2181	136.31
25	Online High School	National online	1800	695	38.61
	Total		10,959	9,041	82.50

Source: Data from the Student Star Operations Division (2025)

Based on the phenomenon of targets not being achieved in a number of BP branches, as mentioned previously, the author suspects that this condition is due to suboptimal organizational performance, particularly in marketing. Marketing performance is a measure of achievement obtained from the overall marketing process activities of a company or organization. (Oktavinus et al., 2020)Marketing performance is said to be optimal when customers feel satisfied and demonstrate their loyalty by making repeat purchases and are also willing to recommend others to do the same. According to (Pangestu et al., 2023)Loyalty will emerge when customers are satisfied with the service offered. Customer loyalty is a crucial factor for a company's sustainability.

Customer loyalty is a deeply held commitment to repurchase or support a preferred product or service in the future, despite situational influences and marketing efforts that could potentially cause customer switching (Kotler & Keller, 2016, p. 138). This is because by being loyal to a company, consumers will choose to use the company's products or services repeatedly and will not be influenced by the marketing strategies of other companies. Customer loyalty can also mean that customers are willing to invest in loyalty to a business that can provide an advantage over competitors (Ismanto, 2020, p. 161). When customers are loyal to a company, consumers can minimize the time spent searching for and evaluating alternative purchases. Customers can also avoid the learning process that requires time and effort to learn from a new company. Meanwhile, according to Tjiptono & Chandra (2016, p. 387), customer loyalty is a customer's commitment to a brand, product, or company, reflected in their attitudes and repeat purchases. Customer loyalty, also known as consumer loyalty, is closely related to brand loyalty, and can sometimes be used interchangeably in certain circumstances.

Loyal customers can often generate significant profits. Many customers are likely to abandon their services if there is a problem, demonstrate price sensitivity, and spread the word about the business. As a result, customer loyalty is a key source of sustainable growth and profits, as well as a strong asset. Customer loyalty can be concluded as a commitment to support and repurchase products or services from the same brand or company, reflected in repeat purchases, even when market conditions and circumstances could potentially cause customers to switch to other brands or companies.

According to Hasan (2015), customer loyalty is influenced by several factors, including customer satisfaction, product or service quality, brand image, perceived value, trust, customer relationships, switching costs, and reliability. In this study, the authors link brand reputation factors with customer loyalty because customer loyalty and brand reputation reinforce each other, thereby meeting company expectations. According to Freddy in (Indrawan et al., 2022), if consumers perceive that a particular brand is able to compete with similar products with better quality, it will increase customer confidence to continue using similar services. Companies that are able to build a positive brand reputation tend to have higher levels of customer loyalty. According to Trucker & Levy in (Hanny & Krisyana, 2022), brand reputation is a consumer's overall impression of a brand, where this impression is formed by a combination of recognition, feelings, and attitudes toward the brand. According to Wijaya in (Tarigan & Setyanto, 2024), it explains that brands have several dimensions that have the potential to build brand reputation, including: Brand Identity: a physical identity associated with a brand or product that makes it easier for consumers to recognize or differentiate a product brand from other brands, such as logos, colors, packaging, location/address, corporate identity, where the company operates, slogans, features, and others related to the characteristics of the company. A strong brand reputation can help customers identify products from a company with competitors. The stronger the brand reputation attached to the customer's mind, the higher the level of satisfaction. Customers who have a positive perception of brand reputation will recommend the product to others. In

addition, loyal customers will tend to make repeat purchases which contribute to the company's long-term income.

Besides customer satisfaction and brand reputation, another factor influencing customer loyalty is service quality. Service quality is measured by how well the service provider delivers to customers and meets their expectations. Based on this definition, service quality depends on a company's ability to meet customers' needs and desires according to their expectations.(Putri & Wiyadi, 2024). Quality in the service industry includes providing products or services according to the standards applicable in that location and the delivery must at least match the desires and expectations of the customer. (Sholikhah & Hadita, 2023)Service quality is important for companies because it impacts customer satisfaction. Service quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.(Hydari et al., 2020)Service quality has a positive and significant impact on customer satisfaction and loyalty (Aditya, 2025). Service quality is the effort to fulfill customer needs and desires and the accuracy of delivery to meet customer expectations. (Ramseook-munhurrun et al., 2010). It can be concluded that service quality is related to satisfaction. Customer satisfaction is a top priority, where efforts to meet customer needs must result in a win-win situation for both parties, with no one being disadvantaged.(Budiono, 2021).

Due to the inconsistency of previous research on the influence of service quality on customer loyalty, the authors suspect a mediating variable, namely customer satisfaction. Customer satisfaction will create customer loyalty. (Wiguna & Padmantyo, 2023)The longer a consumer retains a product, the greater the level of customer satisfaction. Satisfaction refers to the assessment of the experience of purchasing and/or consuming a product. This is reinforced by the statement (Sholikhah & Hadita, 2023), namely consumer satisfaction is an evaluation based on their personal experiences related to their needs and expectations.

Over the past five years of operation, BP tutoring's customer loyalty has fluctuated. Based on the author's observations, BP's customer loyalty fluctuates due to varying levels of customer satisfaction each year. BP customer loyalty is measured annually in January based on the percentage of returning students in the following academic year out of the total number of students from the previous academic year, with the exception of 12th-grade high school students who are unable to continue tutoring due to university enrollment.

The decision to use tutoring services at BP Tutoring, especially for elementary school students through 10th grade, is made by parents. Although students tend to choose BP Tutoring services, not all students can afford tutoring at BP Tutoring, considering that the tuition fees tend to be quite expensive. In daily operations, parents of students participating in tutoring wait for their children to participate in learning activities. Therefore, although parents do not directly experience the learning activities in the classroom, they do experience a number of facilities and infrastructure at BP Tutoring, such as the waiting room, frontline staff services, consultations with guidance and counseling staff, prayer in the prayer room, restrooms, a

variety of books on the shelves/mini library, and monitoring the schedule of learning activities displayed on the TV at each branch. Parents of students participating in tutoring regularly ask their children about the overall service of BP Tutoring. In addition, parents of students receive monthly reports on the progress of their students' learning activities, which can be accessed digitally through the Learning Management System (LMS) managed by BP's Academic Division. Based on this, parents of students participating in BP Tutoring are well aware of the quality of BP Tutoring's services.

The level of loyalty of BP tutoring customers in the last 5 (five) years is presented in Figure



Figure BP customer loyalty level for the 2021/2022 to 2025/2026 academic year
Source: Sales and Marketing Division of Bintang Pelajar (2026)

This study selected locations throughout BP tutoring branch offices across Greater Jakarta (Jabodetabek), Semarang, Padang, and Batam. The author was able to monitor BP's growth because they were located at the head office, which allowed them to access data from various divisions within BP. In terms of customer satisfaction, the presence of BP tutoring branch offices in various cities demonstrates BP tutoring's efforts to provide convenient services to the surrounding community at competitive prices with teachers who understand the local culture. BP tutoring users who feel facilitated and achieve the expected results tend to feel satisfied, ultimately willing to make repeat purchases and recommend BP tutoring to others. With customer satisfaction as a mediating variable, the accessibility of BP branches contributes to BP tutoring's marketing performance.

2. Research Methods

This type of research is quantitative explanatory research (explaining, explaining something) or also called causal research or verification research. Explanatory research seeks to identify causal relationships between variables and to determine/predict how a phenomenon will change or vary in relation to other variables. Explanatory research aims to test a theory or hypothesis in order to strengthen or reject a pre-existing theory or hypothesis. The explanatory survey method aims to explain causal relationships (cause and effect/reciprocity). This explanatory research method can determine the correlation between two or more variables and the strength of the relationship and test the influence of independent variables on dependent variables.(M. Sari et al., 2023)These variables are service quality, brand image, customer satisfaction, and customer loyalty.

3. Results and Discussion

3.1 Variable Description

This study was conducted on 108 respondents, with 100% of the initial target of 108 respondents met. The selected respondents were considered representative of the entire Bintang Pelajar (BP) tutoring customer population across BP branches in Greater Jakarta, Semarang, Padang, and Batam.

1) Respondent Gender

Figure shows the distribution of respondents' gender, with 17 male respondents (16%) and 91 female respondents (84%).

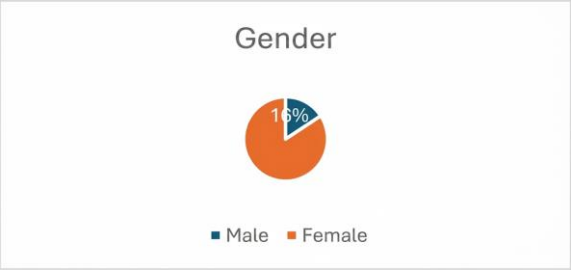


Figure Percentage of respondents by gender
Education Level

The majority of respondents (63.9%) had a bachelor's degree (69 people), followed by a master's degree (23.1%) (25 people), a doctorate (6.5%) (7 people), and a junior high school (SMP/SMA) degree (6.5%) (7 people). The high proportion of respondents with a higher education background indicates that users of tutoring services generally have a good awareness of educational quality.

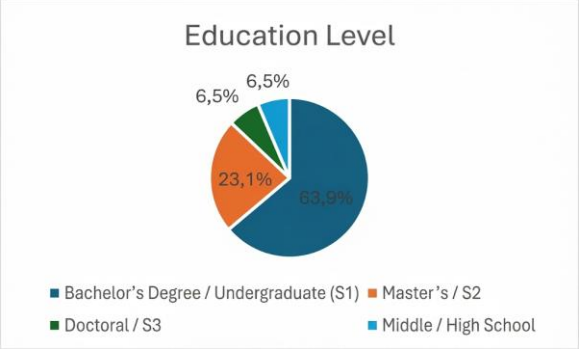


Figure Percentage of respondents based on education level
City of Origin

Based on the distribution of respondents by city/branch, it can be seen that respondents in this study are spread across various regions, with the largest number coming from Semarang at 25 people (23%), followed by Jakarta at 16 people (15%), Bekasi at 15 people (14%), and BP

Online Domestic at 14 people (13%). Furthermore, South Tangerang contributed 13 people (12%) and Batam at 11 people (10%), while Bogor, Padang, and Tangerang had a relatively smaller number of respondents, at 6%, 5%, and 2%, respectively. This distribution shows that the research data is quite diverse and reflects the perceptions of customers from various regions, so that the research results can be said to have good representativeness.

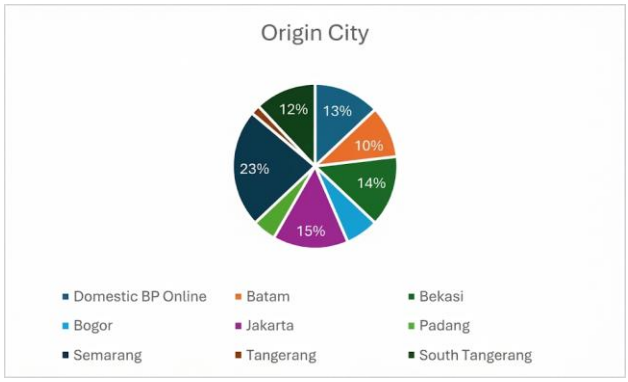


Figure Percentage of respondents based on city of origin
Length of time using Bintang Student (BP) services

Most respondents (86% or 93 people) have used Bintang Pelajar's tutoring services for more than 6 months and 14% or 15 people for 6 months. This shows that 100% of the research sample are customers who have had sufficient experience, so their assessments of satisfaction, service quality, brand reputation, and loyalty are considered more representative and reliable.

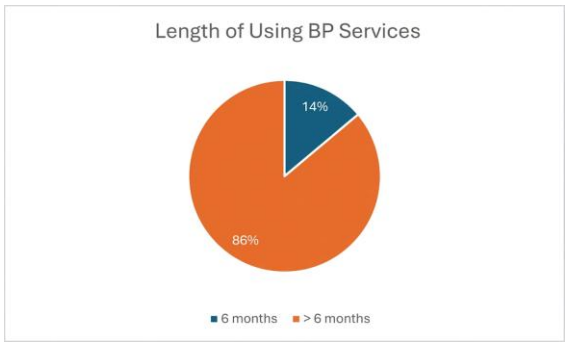


Figure Percentage of respondents based on length of time using BP services

Hypothesis testing in PLS-SEM is performed using a bootstrapping procedure. A hypothesis is accepted if the T-statistic is ≥ 1.96 or the P-value is < 0.05 (at a 5% significance level). The following are the results of the hypothesis testing:

Table Hypothesis Testing Results

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Information
Customer Satisfaction -> Customer Loyalty	0.457	0.486	0.142	3,227	0.001	Accepted

Service Quality Customer Loyalty	->	0.167	0.156	0.132	1,266	0.206	Rejected
Service Quality Customer Satisfaction	->	0.428	0.431	0.133	3,222	0.001	Accepted
Brand Reputation Customer Satisfaction	->	0.469	0.470	0.133	3,527	0.000	Accepted
Brand Reputation Customer Loyalty	->	0.243	0.227	0.114	2,138	0.033	Accepted

H1: Customer Satisfaction → Customer Loyalty

If customer satisfaction increases, then customer loyalty will increase.

The test results show that the relationship between Customer Satisfaction and Customer Loyalty obtained an original sample value of 0.457 with a T-statistic = 3.227 (≥ 1.96) and P-value = 0.001 (< 0.05). Thus, H1 is ACCEPTED. Customer satisfaction is proven to have a positive and significant effect on customer loyalty. This means that the higher the satisfaction felt by customers towards tutoring services, the greater their tendency to remain loyal, make repeat purchases, and recommend services to others. This finding is consistent with Oliver's theory (1999) which states that satisfaction is an important antecedent of loyalty.

H2: Service Quality → Customer Loyalty

If the quality of service improves, customer loyalty will increase.

The test results show that the relationship between Service Quality and Customer Loyalty obtained an original sample value of 0.167 with a T-statistic = 1.266 (<1.96) and P-value = 0.206 (> 0.05). Thus, H2 is REJECTED. Service quality is not proven to have a direct and significant effect on customer loyalty. This finding indicates that service quality does not directly drive loyalty, but its influence is most likely mediated by customer satisfaction variables first. Customers who experience good service quality tend to feel satisfied, and that satisfaction is what ultimately drives the formation of loyalty. Therefore, improving service quality remains important, but it needs to be ensured that the improvement also has an impact on customer satisfaction.

H3: Service Quality → Customer Satisfaction

If the quality of service improves, customer satisfaction will increase.

The test results show that the relationship between Service Quality and Customer Satisfaction obtained an original sample value of 0.428 with a T-statistic = 3.222 (≥ 1.96) and P-value = 0.001 (< 0.05). Thus, H3 is ACCEPTED. Service quality is proven to have a positive and significant effect on customer satisfaction with a fairly large path coefficient (0.428). The moderate effect size value (f^2 = 0.222) confirms a meaningful contribution. This means that increasing service quality including aspects of reliability, responsiveness, assurance, empathy, and physical evidence significantly increases customer satisfaction in tutoring services. This

finding is in line with the basic paradigm of service marketing (Parasuraman et al., 1988) which places service quality as the main determinant of customer satisfaction.

H4: Brand Reputation → Customer Satisfaction

If brand image/reputation is improved, customer satisfaction will increase.

The test results show that the relationship between Brand Reputation and Customer Satisfaction obtained an original sample value of 0.469 with T-statistic = 3.527 (≥ 1.96) and P-value = 0.000 (< 0.05). Thus, H4 is ACCEPTED. Brand reputation is proven to have a positive and significant effect on customer satisfaction although with a smaller coefficient compared to service quality. This shows that a good brand image and reputation of a tutoring institution also contribute to the formation of customer satisfaction. Customers who have a positive perception of the institution's reputation tend to have their expectations met, thereby increasing their satisfaction.

H5: Brand Reputation → Customer Loyalty

If brand image/reputation is improved, customer loyalty will increase.

The test results show that the relationship between Brand Reputation and Customer Loyalty obtained an original sample value of 0.243 with a T-statistic = 2.138 (≥ 1.96) and P-value = 0.033 (< 0.05). Thus, H5 is ACCEPTED. Brand reputation is proven to have a positive and significant effect on customer loyalty. This means that tutoring institutions with a strong reputation and a positive image in the minds of customers are able to encourage the formation of loyalty, both in the form of an intention to continue using the service, as well as a tendency to recommend the institution to others.

3.2. Discussion of Hypothesis

1) The Influence of Customer Satisfaction on Customer Loyalty

The results of the hypothesis test show that customer loyalty is influenced by customer satisfaction. A positive influence value indicates a harmonious relationship, if customer satisfaction increases, then customer loyalty will increase. Based on the respondents' answers obtained from the questionnaire, they indicated their confidence in continuing to use BP's tutoring services. The KEP1, KEP4, and KEP5 indicators, namely overall customer satisfaction and repurchase intention, were at 4.37 and 3.99, respectively, while the LP43 indicator, namely advocate, was achieved at 4.25.

This condition is also indicated by the indicators in the customer satisfaction variable, where the most responses were very satisfied and satisfied. Therefore, it is hoped that every employee has the ability to improve customer satisfaction by optimizing the skills and knowledge they have acquired during their time at BP, along with a positive work attitude, which will ultimately contribute to customer loyalty.

This is in line with research results conducted by (Wicaksono & Widodo, 2024), stated that customer satisfaction has a positive and significant effect on customer loyalty. The results of this study are supported by (Sudarti & Atika, 2012)which states that customer satisfaction is a variable that cannot be ignored in order to create reasons for customers to remain willing to establish long-term relationships with the company.

2) The Influence of Service Quality on Customer Loyalty

The results of the hypothesis test indicate that customer loyalty is not directly influenced by service quality. The negative influence value indicates a misalignment of the relationship between service quality and customer loyalty. In fact, the respondents' answers to all indicators of service quality show a high average index (4.22), which means that customers have actually experienced good service quality. However, statistical analysis shows that there is no significant relationship between service quality and customer loyalty in the sample studied, so Hypothesis 2 is rejected. Although respondents gave high ratings to both dimensions, empirical findings indicate that there is insufficient evidence to support the influence of service quality on customer loyalty in this context.

The rejection of Hypothesis 2 can be explained as follows:

a. If we refer to research results conducted by (Munfaqiroh et al., 2023), states that service quality has a positive and significant impact on customer loyalty. This is supported by research conducted by(Deviana & Tjahjaningsih, 2022), with research results showing that service quality has a positive and significant impact on customer loyalty. There is an expectation that Organizations can increase customer loyalty by providing various resources, including service quality. However, the results of this study indicate a discrepancy with these expectations. It appears that the relationship between organizational efforts, such as service quality, does not correlate with supporting customer loyalty. This is because customer loyalty is the accumulation of various individual considerations, while service quality, as a trigger, in this case, comes from part of the general service provided by the organization. Measurements of customer loyalty, in addition to those asked in this research questionnaire, can be added to more specific items, such as "ready to provide support for teacher quality improvement programs," or another example, "related to the willingness to pay more for extra time learning activities," and so on.

b. The results of research conducted by (Sudarti & Atika, 2012)stated that customer satisfaction is a variable that cannot be ignored in order to create reasons for customers to remain willing to maintain a long-term relationship with the company. The results of this study are also supported by the results of research(Budiono, 2021)which states that consumer satisfaction has a significant influence on consumer loyalty.

However, the findings in this study differ from those described above. This is because the measurement of customer loyalty in this study focused only on the service currently perceived by each individual, not on the individual's ability to adapt to support future service delivery.

Furthermore, the type of service provided by each organization may also contribute to the results.

c. In addition to the explanations provided above, differences in research results may also be due to variations in respondents' experience using services. This could be a factor that differentiates respondents who have experienced different types of services, used services at multiple branches, and the complexity of communicating with various staff.

Case studies or comprehensive interviews can help understand the more complex variables influencing the relationship between these two variables. This is done to prevent self-response bias in research surveys. Studies that only examine short-term measurements of these two variables cannot identify the long-term influence of service quality on customer loyalty.

3) The Influence of Service Quality on Customer Satisfaction

The results of the hypothesis test indicate that customer satisfaction is influenced by service quality; a positive influence value indicates a harmonious relationship between service quality and customer satisfaction. The KUA1 indicator, reliability, is the indicator with the highest value (4.31) among the KUA variables. This indicates that the majority of respondents who answered have experienced BP's reliability in provide speed, comfort and security in service delivery. Of course, this will have a very positive impact on employees and also the company because if customer satisfaction is stronger, it will certainly support increasing customer loyalty and ultimately contribute to better company growth.

This is in line with (Kotler, 1997) who links service quality with customer satisfaction and estimates that customer satisfaction becomes positive and substantial when consumers perceive high service quality, service delivery is felt to be the same as or better than expected. Next, other research that strengthens the acceptance of hypothesis 3 is the results of research conducted by (Adhitya, 2025)which states that service quality has a positive and significant influence on customer satisfaction. Similar research was also conducted by (Wiguna & Padmantyo, 2023)with research results showing that service quality has a positive and significant influence on customer satisfaction.

4) The Influence of Brand Reputation on Customer Satisfaction

The results of the hypothesis test show that customer satisfaction is influenced by brand reputation. A positive influence value indicates a harmonious relationship, if brand reputation increases, then customer loyalty will increase. Based on the respondents' answers obtained from the questionnaire, it shows customer confidence in the reputation of the BP tutoring brand. Indicators RM1, RM2 and RM3, namely company image, user image and product image, are respectively at 4.38, 4.18 and 4.17, and indicator KEP1, namely overall customer satisfaction, is achieved at 4.38.

This is in line with research results A study conducted by Auliya et al. (2025) showed that brand image has a positive and significant effect on customer satisfaction. This indicates that the more positive a customer's perception of a product's brand image, the higher the level of satisfaction they experience. Based on respondents' responses, a good brand image is reflected in brand trust, company reputation, and the values customers associate with the brand. A consistent visual identity and a modern image also reinforce this positive perception.

5) The Influence of Brand Reputation on Customer Loyalty

The results of the hypothesis test show that customer loyalty is influenced by brand reputation; a positive influence value indicates a harmonious relationship between brand reputation and customer loyalty. Indicator RM1, corporate image, is the indicator with the highest value (4.38) among all the variable indicators in this study. This indicates that the majority of respondents who answered have felt and acknowledged that Bintang Pelajar (BP) is a good tutoring center for their sons/daughters. Of course, this will have a very positive impact on employees and also the company because if the brand reputation is stronger, it will certainly support increasing customer loyalty and ultimately contribute to better company growth.

4. Conclusion

Based on the results of data analysis and discussion that have been described in the previous chapters, the following conclusions can be drawn: The results of this study prove and provide conclusions to answer the research problem briefly, namely to increase customer loyalty in the current very dynamic conditions, organizations need to continue to strive to achieve and increase customer satisfaction supported by a good brand reputation. Referring to the formulated hypothesis and a confidence level of 95% (alpha = 0.05) or P-value < 0.05several things were obtained as follows: Customer satisfaction has a positive and statistically significant effect on customer loyalty with value with value T-statistic = 3.227 (≥ 1.96) and P-value = 0.001 (< 0.05) This means that if customer satisfaction increases, customer loyalty will also increase, so Hypothesis 1 is accepted. Service quality has a positive and statistically significant effect on customer satisfaction with value. T-statistic = 3.222 (≥ 1.96) and P-value = 0.001 (< 0.05). This means that if the quality of service is better, customer satisfaction will increase so that Hypothesis 3 is accepted. Brand reputation has a positive and statistically significant effect on customer satisfaction with value. T-statistic = 3.527 (≥ 1.96) and P-value = 0.000 (< 0.05). This means that if brand reputation is improved, customer satisfaction will increase so that Hypothesis 4 is accepted. Brand reputation has a positive and statistically significant effect on customer loyalty with value with value T-statistic = 2.138 (≥ 1.96) and P-value = 0.033 (< 0.05)It means A tutoring institution with a strong reputation and a positive image in the minds of customers is able to encourage the formation of loyalty, both in the form of an intention to continue using the service, and a tendency to recommend the institution to others so that Hypothesis 5 is accepted.

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