



Competitive Advantages Strategy Faculty Of Economy Of Yarsi University Through Campus Image, Quality Of Service As Satisfaction Of Students As Intervening Variables

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ABSTRACT: This research focussed on analyzing the impact of faculty image, students satisfaction, academic service quality to competing superiority in Faculty of Economy, YARSI University. research method using survey by spreading a questionnaire. The population is S1 students in faculty of economy, 243 students sample using slovin calculation. Analyzing tool using SEM, AMOS application. The result of research shows that faculty image positively impact satisfaction, academic service quality positively impact satisfaction, faculty image positively impact competing superiority, academic service quality positively impact competing superiority, students satisfaction positively impact competing superiority in Faculty of Economy, YARSI University.

KEYWORD: Faculty Image, Service Quality, Students Satisfaction, Competing Superiority

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I. INTRODUCTION AND LITERATURE REVIEW

Needs of higher education become more important in this globalization era. University take part as one of essential component in countries development by creating quality human resource. University not only a place to study, research center and social responsibility to people but also as knowledge entity that able to compete, seen by how great the competition between university's image and service quality. Given the competitive landscape in the higher education setting, it is important that universities adopt strategies that create competitive advantage for them. Universities must leverage their resources efficiently to address this goal. Creating a positive brand image is one such strategy (Panda et al ,2019)

Brand Image is one of strategy that can attract students interest. University management should able to create positive brand image by creating innovative and unique approach. Another important factor that can be a benchmark for the quality of higher education is accreditation. Prior to this case, Indonesian Minister of Education and Culture formed the National Accreditation Board for Higher Education (BAN-PT) in 1994 to take care of university accreditation

The key components of higher education institutions in determining their strategic directions are market orientation, documenting differences, implementing values, measuring culture, flexible institutions, sustainable funding, educational innovation and serving stakeholders.

The risk management structure at University are. a) Policy level controller by the Audit Committee which task to review and approve the organization's risk management policies and procedures; reviewing and overseeing the activities of the risk management unit; monitoring and reviewing the accuracy of risk information received from management. b) Operational level control by the rector assisted by Database and Quality Assurance team.

Factors that influence higher education quality assurance consist of internal factors seen from the intrinsic quality of higher education, curriculum, lecturer qualification, information system and technology, and sustainability. including the external factors of globalization and information technology, government policies and higher education policies, economic and industrial factors, community and alumni based factors, quality development plans. Higher education must be able to increase accreditation so that students are interested to apply at the college, according to statement of the Menristekdikti that it is time for universities to increase their accreditation. In the following table are numbers of Faculty of Economics students in YARSI.

Table1
Total Students Number in Faculty of Economy, University of YARSI

Academic Year	Students	Growth (%)
2013/2014	273	
2014/2015	374	37%
2015/2016	363	-2.9%
2016/2017	446	23%
2017/2018	527	18%
2018/2019	570	8%

Source : Faculty of Economy, 2019

From the table above, it can be concluded that the number of students at the Faculty of Economics University of YARSI are very volatile, some even experienced a decline in the 2015/2016 academic year. The decrease in the number of students might be influenced by student satisfaction factors, affected by quality of academic services. Faculty of Economy, University of YARSI consists of two study programs, Management Study Program at the S1 level and the Accounting Study Program at the S1 level, with accreditation scored B.

Although university is a non-profit organization, but it is still a corporation that produces products in the form of educational services. Higher Education serves stakeholders, including students as consumers who must be satisfied through excellent service performance.

Competitive advantage basically occurs when an organization can do something that cannot be done by other organizations. In other words, competitive advantage occurs when the ability of an organization exceeds the strongest competitor which can create difference and uniqueness. "It is also analyzed by the results that service quality and customer satisfaction have high impact on the customer perceived value where corporate image also effect the customer perceived value" Zameer (2014)

Based on description above, research on campus image and academic service quality needs to be improved to achieve customer satisfaction that has an impact on competitive advantage. Therefore, We decided to make a scientific research titled "Effect of Campus Image, Academic Service Quality on Student Satisfaction as Competitive Advantage Strategies at Faculty of Economy, University of YARSI"

1.2 Formulation of the Problem

The phenomenon that occurred at Faculty of Economy, University of YARSI in the last five years showed a decrease in the number of students from 374 people (2014/2015) to 363 people (2015/2016) a 2.9% decline. The decrease in the number of students is thought to be influenced by student satisfaction, because the perspective of student satisfaction can be seen from the quality of academic services.

Based on the problem above, formulation of the problem will be discussed as follows:

1. Does campus image have any influence on student satisfaction at the Faculty of Economy, University of YARSI?
2. Does quality of academic services have any influence on student satisfaction at the Faculty of Economy, University of YARSI?
3. Does campus image have any influence on competitive advantage at Faculty of Economy University of YARSI?
4. Does quality of academic services have any influence on the competitive advantage at Faculty of Economy, University of YARSI?
5. Does student satisfaction have any influence on competitive advantage at Faculty of Economy, University of YARSI?

1.3 Theoretical review

Campus Image

Sangadji et al, (2013) said that, "brand image can be considered as a type of association that appears in the minds of consumers when remembering a particular brand. The association can simply appear in the form of a particular thought or image that is associated with a brand, just as we think about other people ". Brand image can be positive and negative depending on people perception of the brand.

Gautam (2011) evaluates that customer satisfaction is very important orientation for an organization and it depends on four parts brand image, brand user image, product class image and corporate image. The basic interest of the researchers is to identify the diversified role of corporate image in the service-oriented

Brand image

Brand image is a perception of a brand that reflected a consumer memory associated with the brand it self. Musay, (2013). Brand image is built based on the impressions, thoughts or experiences of a person towards a brand that will ultimately shape the attitude towards the brand. Factors that influence brand image are (1)

Quality, related to the quality of products offered by producers. (2) Can be trusted or relied on, related to opinions or agreements formed by the public regarding a product. (3) The usefulness or benefits, related with the function of a product that can be utilized by customers. (4) Services, related services that can be provided by producers to satisfy customers. (5) Risk, related to profit and loss experienced by the customer. (6) Price, related to amount of money spent by customers to influence a product, and affect the long-term image. (7) The brand image itself which is point of views, agreements and information related to a brand of a particular product (Schiffman et al, 2009).

According to Suki (2013), indicators of Higher Education Image are:

- a) Institutional Accreditation
- b) Environment of campus
- c) The Atmosphere of Campus Life
- d) Institution Collaboration
- e) Learning Environment
- f) Campus Facilities
- g) Lecturer Quality
- h) Rector Quality

A college must be strong and positive in all aspects towards college performance. Campus image can be interpreted as a belief in the form of an image and general impression by looking at several aspects that formed from processing information from various sources at any time.

Academic Service Quality

Tjiptono (2011), stated that service quality is the expected level of excellence and control over the level of excellence to meet customer desires. In its implementation, quality is an institution's service quality standard which determined on particular criteria, based on objectives of the institution, while quality in perception is measured by customer satisfaction, increased customer interest and expectations. Thus, something can be said have good quality if it is meet the standards or suitable to customer needs.

The purpose of conducting education is producing quality and competitive human resources, these goals will be accumulated through the learning process. The products are ability and students achievement, the product will show the quality of higher education services. A good education able to produce good output.

Student Satisfaction

One of researchers who use satisfaction as a process is Kotler (2002), which defines satisfaction is someone's feeling of pleasure or disappointment that arises after comparing between perception of a product and expectations.

Zeithaml et al (2000), satisfaction is the evaluation of consumers towards products and services, whether products and services meet the needs and expectations of consumers. Thus consumer satisfaction is basically a short-term attitude which is the result of an evaluation experienced by consuming goods or services. The evaluation is the process of comparing product performance and expectations of how the service should be given. Fornell et al (1996), found that service firms have significantly lower customer satisfaction scores than manufacturing firms. Their study also revealed that satisfaction is more quality-driven than price-driven in service markets. Students is a registered participant, studying at a particular institution. In corporate world, students are customers who buy products from universities. In general, an educational institution has a variety of customers, such as industry / corporation, parents, government and society, commonly known as stakeholders. Expectations play a significant role in customer satisfaction. Jones et al. (2003, p. 11) said that, when expectations are met or exceeded, customers report their level of satisfaction. Therefore, an important step in managing customer expectations is creating realistic expectations.

Sallis (2012), detailed who are the customers of an educational institution, which consists of internal and external customers as follows:

Figure 1: Internal and External Customer



Education customer

We can see that the main stakeholders of educational institution are students. Students are direct recipients of services provided by institutions. Factors related to the products of a institution including : curriculum, suitability of tuition fees and facilities offered, as well as meeting the needs / rights of students; factors relating to the services provided by the institution both the services of lecturers and administrative staff related to academic, lecturer professionalism and student comfort in participating in learning process, Diana (2013). In the context of student satisfaction with the quality of higher education services, students perceptions of service quality are assessed based on the service attributes provided by institutions. These attributes for examples are the availability of lecturers with good and experienced education, responsiveness of the administration, the availability of facilities to support teaching and learning activities and so on. Product quality affects the quality of graduates, costs also affect student satisfaction.

Services marketing literature, it is assumed that the customer can evaluate the service Performance,, and then the result is compared with the expectations that are before purchase or consumption. Customer satisfaction is the consumers' overall evaluation based on their overall experience. Likewise, Kotler and Keller (2013, p. 110) identified customer satisfaction as "a person's feeling of pleasure or disappointment which resulted from comparing a product's perceived performance or outcome against his or her expectations" (as suggested in Narteh, 2018).

Competitive Advantage

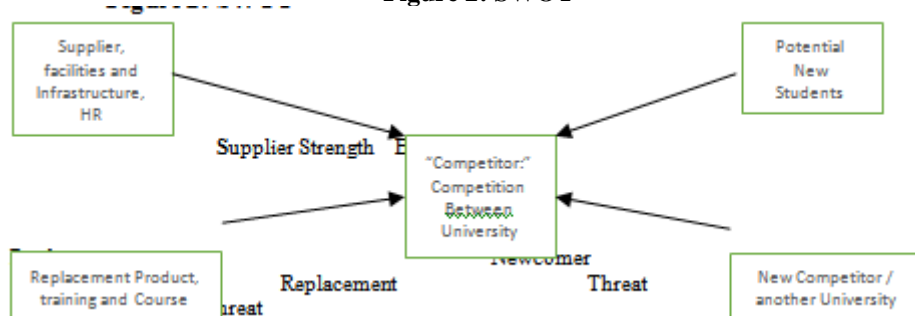
Competitive advantage means how to create better customer value from the aspect of lower or equal costs but has more value from consumers. Customer value differ benefits obtained by the customer with the efforts and sacrifices made in getting a service or a product. Rahman (2012) stated that corporate image also has an impact on the customer perceived value. According to Senge, (2006) sustainable competitive advantage is the ability of organizations to learn faster than competitors. In an institution, the ability of each member of the organization can help the development of the institution. Members who are able to move / respond quickly and overcome problems and immediately find a solution can help institution develop well and survive from its competitors. Each strategy has different approach in creating and maintaining competitive advantage. Companies must make several strategies to achieve goals and better position to other companies. Kotler et al, (2012) states that competitive advantage is an advantage over competitors obtained by offering lower value or by providing greater benefits because of higher prices.

Competitive advantage according to Porter, (2007) is the ability of a company to achieve economic benefits above profits that can be achieved by competitors. Companies that have competitive advantages always have the ability to understand changes in market structure and are able to choose effective marketing strategies. It was further explained that competitive advantage develops from the value that companies can create for customers or buyers. Porter explained that competitive advantage consists of:

1. Low cost (low cost) is a strategy that relies on relatively low cost advantages in producing goods and services.
2. Differentiation, namely the ability to produce unique goods and services and have more value in the form of quality, special characteristics / characteristics and other services.
3. Focus is a strategy that seeks excellence in certain target segments.

Sampurno, (2010) explains that competitive advantage is the ability, assets, skills, capabilities and others that enable companies to compete effectively in the industrial world. The entire potential abilities can support the company to achieve cost advantage and differentiation.

Figure 2: SWOT



1.4 Framework of Thinking

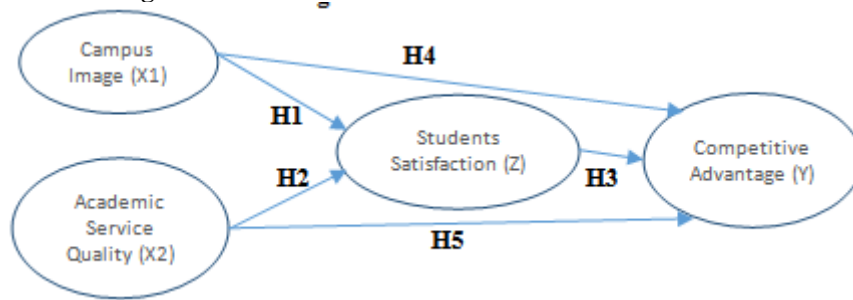


Figure 3: Competitive Strategy Imagein the higher education service industry

1.5 Hypothesis

- H1: Campus image has a positive effect on student satisfaction at Faculty of Economy, University of YARSI.
- H2: The quality of academic services has positive effect on student satisfaction at Faculty of Economy, University of YARSI.
- H3: Campus image has positive effect on competitive advantage at Faculty of Economy, University of YARSI.
- H4: Quality of academic services has positive effect on competitive advantage at Faculty of Economy, University of YARSI.
- H5: Student satisfaction has positive effect on competitive advantage at Faculty of Economy, University of YARSI

1.6 Research methods

Using quantitative descriptive methods. The type of data used in this study is primary data, obtained from the first source based on individuals. Primary data obtained directly from research subjects by sperading questionnaire. The data source in this study was 243 students of S1 accounting and management at Faculty of Economy, University of YARSI. Questionnaire scores is as follow:

- 1. SS: Strongly Agree given a score of 5
 - 2. S: Agree given a score of 4
 - 3. N: Neutral given a score of 3
 - 4. TS: Disagree with a score of 2
 - 5. STS: Strongly disagree with a score of 1
- Analysis using SPSS version 24 and SEM Amos application

1.7Results and Discussion

243 Questionnaires were distributed. Characteristics of respondents who were the subjects in this study consisted of majors, class year and gender. Respondents do not need to include personal identity or names for the confidentiality of information.

Table 2: Characteristics of Respondents by majors.

No	Major	Respondent	Percentage (%)
1	Accounting	117	48.1
2	Management	126	51.9
	Total	243	100

Source : primary data

Table 3: Characteristics of Respondents by Class Year

No	Class Year	Respondent	Percentage (%)
1	2014	1	0.4
2	2015	26	10.7
3	2016	22	9.1
4	2017	39	16
5	2018	57	23.5
6	2019	98	40.3
	Total	243	100

Source : Primary data

Table 4: Characteristics of Respondents by Gender

No	Gender	Respondent	Percentage (%)
1	Male	68	28
2	Female	175	72
	Total	243	100

Source : Primary data

Validity Test

Validity test is used to measure the validity of a statement in the questionnaire. The level of validity can be measured by comparing between r counts and r tables. In this study, the validity of the indicators was analyzed using df (degree of freedom) with the formula $df = n - k$. n = the number of samples and k = the number of independent variables. So the $df = 243 - 2 = 241$ at a significance level of 0.05, resulting in the value of r table (two-sided test) of 0.285. Validity test shows that all indicators used in this study have coefficient correlation that is greater than the r-table, n-243 respondents with a df value of 241 that is 0.285. Thus this shows that all indicators as a measure of each construct of these variables are valid.

Reliability Test

Using the Cronbach’s Alpha technique with a sample of 243 respondents. A research instrument stated reliable if the alpha value > 0.60. The reliability test results can be seen in the following table:

Table 5: Reliability Test Result

Variabel	Cronbach’s Alpha	Keterangan
Faculty Image (X1)	0,782	Reliable
Academic Service Quality (X2)	0,834	Reliable
Students Satisfaction (Z)	0,877	Reliable
Competitive Advantage (Y)	0,781	Reliable

Source : Research result, 2019

Cronbach’s Alpha of all these instruments is greater than 0.6. these measurements can provide consistent results if the measurements are retaken on the same subject.

Assessment of Normality

There is a value of c.r. skewness that exceeds the + 2.58 limit so that univariate data is not normally distributed. But multivariate data is normal because the critical ratio value is less than 2.58. This proves the distribution of data used in the model can be considered normal. The test of multivariate outliers was carried out using the mahalanobis distance criteria, at the level of the mahalanobis distance, it was evaluated at a degree of freedom equal to the number of indicators used in the study, as many as 31 indicators. The criteria are used at the level of $p < 0.001$. The distance is evaluated using X2 at a free degree equal to the number of measured variables used in the study, then using the 2010 excel program with the formula = CHIINV (P, df), = CHIINV (0.001,31) is 62,487, meaning all data / cases greater than 62,487 are multivariate outliers. Using AMOS resulting no data is greater than this value.

Table 6: Outlier Test(Mahalanobis Distance)

Observation number	Mahalanobis d-squared	p1	p2
50	61.245	.001	.000
205	59.210	.002	.000
71	57.126	.003	.000
5	57.105	.003	.000
226	56.190	.004	.000
108	56.024	.004	.000
149	55.912	.004	.000
73	55.046	.005	.000
7	54.929	.005	.000

Table 7: Goodness of Fit Modification Test

Goodness of Fit Index	Cut-off Value	Default Model	Evaluasi Model
Chi-Square	Smaller, the better	9.145	
Probability	≥ 0,05	0,065	Good Fit
CMIN/DF	≤ 2,00	1,854	Good Fit
GFI	≥ 0,90	0,901	Good Fit
AGFI	≥ 0,90	0,900	Good Fit
TLI	≥ 0,90	0,903	Good Fit
CFI	≥ 0,90	0,900	Good Fit
RMSEA	≤ 0,08	0,078	Good Fit

The model construct test based on goodness of fit indices, the criteria of the model as well as the critical that have suitability of the data can be seen in table above. The following is a summary of the results of the goodness of fit test after modification:

- 1) Probability value is 0.065 greater than cut-off value of > 0.05 so the model is declared good fit.
- 2) The value of CMIN / DF is 1.854 smaller than a cut-off value of <2.00 so the model is declared good fit.
- 3) GFI value is 0.901 greater than a cut-off value that is > 0.90 so the model is declared good fit.
- 4) AGFI value is 0,900 greater than a cut-off value > 0,90 so the model is declared good fit.
- 5) TLI value is 0.903 greater than a cut-off value > 0.90 so the model is declared good fit.
- 6) CFI value is 0.900 greater than a cut-off value > 0.90 so the model is declared good fit.
- 7) RMSEA value is 0.078 greater than a cut-off value <0.08 so the model is declared good fit.

The results of goodness of fit in the measurement model after data modification is considered good.

Structural Equation Model

Table 8: Z score (residue)

Variable	Estimate
Z ₁	0,33
Z ₂	0,41

- $Y_1 = \beta X_1 + \beta X_2 + e$
- $Y_2 = \beta X_1 + \beta X_2 + \beta X_3 + e$

Using (β) dan (z), the equation become:

$$Y_1 = 0,327X_1 + 0,412X_2 + 0,33$$

$$Y_2 = 1,221X_1 + 1,153X_2 + 1,905Y_1 + 0,41$$

The hypothesis test was performed by looking at the C.R (critical ratio) found in the Amos 22.0 output table of the regression weights shown in the following table:

Table 9: Parameter Regression Weight Modification Estimation

		Estimate	S.E.	C.R.	P
KM	CK	.327	.109	2.985	.003
KM	KPA	.412	.158	2.608	.002
KB	KPA	1.221	.202	6.051	***
KB	CK	1.153	.177	4.927	***
KB	KM	1.905	.913	2.087	.037

Source : Research Result, 2019

The table above is used as a reference for testing the hypothesis. The test criteria is to reject HO if the Critical Value of CR is 1,967 or the p value is less than equal to 0.05.

The results of testing the entire hypothesis in this study are as follows:

1) Hypothesis Testing 1

H1: Campus image has a positive effect on student satisfaction at Faculty of Economy, University of YARSI.

Results: C.R value. amounted to $2.985 > 1.967$ and p value of $0.003 < 0.05$

Then H1 is accepted so that it can be concluded that the campus image has a positive effect on the satisfaction at Faculty of Economy, University of YARSI's students. The results of this study are consistent with research conducted by (Chen, 2017) which states that in a competitive international education market, building a good brand and securing trust are key factors for success. This framework helps in designing optimal strategies to influence student satisfaction towards university. This research was strengthened by Wibowo (2016) that stated campus image have significant effect on student satisfaction. Campus Image also have a good influence in relating service quality to satisfaction and loyalty.

2) Hypothesis Testing 2

H2: The quality of academic services has a positive effect on student satisfaction at Faculty of Economy, University of YARSI

Results: C.R value. amounted to $2.608 > 1.967$ and p value of $0.002 < 0.05$

Then H2 is accepted so that it can be concluded that the quality of academic services has a positive effect on student satisfaction at Faculty of Economy, University of YARSI. Ashraf et al., (2018) stated that Quality of service is a fundamental element for organizations. Quality of service is based on the organization's ability to continue to meet customer requirements and desires. To meet higher purchase levels, organizations must provide higher satisfaction because facilities quality are antecedents to consumer satisfaction. Kartikasari, (2017) stated that the variable information quality and service quality does not have significantly influence on student satisfaction.

3) Hypothesis Testing 3

H3: Campus image has a positive effect on competitive advantage at Faculty of Economy, University of YARSI.

Results: C.R value. of $4.927 > 1.967$ and p value of $0.00 < 0.05$

Then H3 is accepted so that it can be concluded that the campus image has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI. Wahab et al, (2013) stated that the better the image perceived by lecturers, students, and staff, means better competitive advantage in higher education. This means that campus image have influence on the competitive advantage in higher education, so competitive advantage significantly and positively influenced by the image of each college. Kim et al. (2011) state that brand image does not significantly influence marketing strategies in sustainable competitive advantage.

4) Hypothesis Testing 4

H4: The quality of academic services has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI

Results: C.R value. of $6.051 > 1.967$ and p value of $0.00 < 0.05$

Then H4 is accepted so that it can be concluded the quality of academic services has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI. Ferdousi et al., (2019) stated that an organization suppresses high quality products to be used as a competitive advantage. Improving product quality enables organizations to face competitors and achieve sustainable competitive advantage. (Wilar, 2017) stated that service quality has a significant effect on competitive advantage. This means that any increase in competitive advantage is influenced by service quality. Companies must be able to maintain existing products and service quality that will enhance competitive advantage.

5) Hypothesis Testing 5

H5: Student satisfaction has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI.

Results: C.R value. of $2.087 > 1.967$ and the p value of $0.037 < 0.05$.

Then H5 is accepted so that it can be concluded that student satisfaction has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI. Elgaraihy, (2014) stated that customer satisfaction can be measured by determining how far customers believe and have a positive feeling of a product or service produced. Customer satisfaction is considered as a construction consisting of customer response and emotional. Customer satisfaction will have a positive impact on the company's competitive advantage. Tarigan et al. (2016) stated that customer satisfaction can be an important foundation for companies to be able to create competitive advantages that will lead to profits. Consumer satisfaction has a significant effect on the company's competitive advantage.

1.8 Conclusions and Suggestions

Conclusions

1. Campus image has a positive effect on student satisfaction at Faculty of Economy, University of YARSI. Chen's, (2017) stated that Brand association has great influence on satisfaction in higher education institutions. In the competitive international education market, building a good brand and securing trust are key factors for success.
2. The quality of academic services has a positive effect on student satisfaction at Faculty of Economy, University of YARSI. Ashraf et al. (2018) Findings indicate that a distinct brand image plays an important role in students' levels of satisfaction across both the USA and India . Service quality has a greater impact on student satisfaction levels across both contexts (as compared to university heritage and trustworthiness). Panda et.al (2019.) stated that Quality of service is a fundamental element for organizations. Quality of service is based on the organization's ability to continue to meet customer requirements and desires.
3. Campus image has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI, Wahab (2017) stated that the better the image perceived by lecturers, students, and staff, the higher the competitive advantage of higher education. This means that there is an influence of the image on the competitive advantage of higher education.
4. The quality of academic services has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI, Wilar et al. (2017) stated that Service quality has a significant effect on competitive advantage. This means that any increase in competitive advantage is influenced by service quality. Companies must be able to maintain existing products and service quality that will enhance competitive advantage.
5. Student satisfaction has a positive effect on the competitive advantage at Faculty of Economy, University of YARSI. Junida et al. (2018) stated that competitive advantage is a core of the company's performance in market competition. Competitive advantage basically grows from the value or benefits obtained by consumers. The higher the competitive advantage, the higher the customer satisfaction.

Suggestion

Suggestions from this research are;

1. Develop competitive advantage theories such as behaviors related to work and attitudes, values and aspirations related throughout the lifetime of the college.
2. Add more career development variables such as achievement and promotion to get better competitive advantage.

Recommendation

1. Competitive universities must evaluate market share, not only lowering tuition, but also increase the quality, services, facilities and infrastructure that are suitable the needs of students.
2. Building cooperation with another institutions both inside and outside the country, to improve competitiveness and open up opportunities to increase competitive strength
3. Developing Information and Communication Technologies applications in the learning process and in management so that all information can be clearly integrated.

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ATTACHMENT

Table 10: Validity Test Result

Variable	Item	Corrected item-total correlation	Explanation
Campus Image (X₁)	C1	0.449	Valid
	C2	0.501	Valid
	C3	0.610	Valid
	C4	0.360	Valid
	C5	0.569	Valid
	C6	0.595	Valid
	C7	0.424	Valid
	C8	0.420	Valid
Academic Service Quality (X₂)	KPA9	0.389	Valid
	KPA10	0.586	Valid
	KPA11	0.676	Valid
	KPA12	0.619	Valid
	KPA13	0.504	Valid
	KPA14	0.681	Valid
	KPA15	0.586	Valid
	KPA16	0.482	Valid
Students Satisfaction (Z)	KM17	0.645	Valid
	KM18	0.614	Valid
	KM19	0.640	Valid
	KM20	0.689	Valid
	KM21	0.634	Valid
	KM22	0.583	Valid
	KM23	0.595	Valid
	KM24	0.572	Valid
	KM25	0.589	Valid
	KM26	0.512	Valid
Competitive Advantage (Y)	KB27	0.570	Valid
	KB28	0.539	Valid

	KB29	0.582	Valid
	KB30	0.528	Valid
	KB31	0.618	Valid

Source : Research Result, 2019

Table 11: Normality Test Result

Variable	min	max	skew	c.r.	kurtosis	c.r.
KM26	2.000	5.000	-.445	-2.831	-.400	-1.272
KB31	2.000	5.000	-.414	-2.632	-.244	-.778
KB30	1.000	5.000	-.711	-4.525	.322	1.024
KB29	3.000	5.000	-.678	-4.315	-.560	-1.780
KB28	2.000	5.000	-1.087	-6.916	.986	3.138
KB27	3.000	5.000	-1.035	-6.587	.067	.213
KM25	2.000	5.000	-.686	-4.367	.055	.176
KM24	3.000	5.000	-.665	-4.232	-.638	-2.029
KM23	2.000	5.000	-.622	-3.955	.570	1.814
KM22	2.000	5.000	-.373	-2.372	.295	.939
KM21	3.000	5.000	-.028	-.178	-.354	-1.127
KM20	3.000	5.000	.043	.273	.094	.298
KM19	2.000	5.000	-.230	-1.462	.013	.040
KM18	1.000	5.000	-.434	-2.760	.137	.437
KM17	2.000	5.000	-.491	-3.123	-.066	-.209
KPA9	2.000	5.000	-.158	-1.003	-.097	-.309
KPA10	2.000	5.000	-.266	-1.691	1.143	3.638
KPA11	2.000	5.000	-.132	-.841	-.239	-.762
KPA12	2.000	5.000	-.300	-1.912	-.404	-1.285
KPA13	2.000	5.000	-.278	-1.769	-.416	-1.324
KPA14	3.000	5.000	-.104	-.665	-.475	-1.512
KPA15	3.000	5.000	-.376	-2.395	-.672	-2.137
KPA16	2.000	5.000	-.784	-4.992	.082	.261
C1	1.000	5.000	-.707	-4.497	1.248	3.970
C2	2.000	5.000	-.094	-.595	-.368	-1.172
C3	2.000	5.000	-.268	-1.706	-.205	-.652
C4	3.000	5.000	.000	-.003	-1.252	-3.984
C5	2.000	5.000	-.073	-.464	-.456	-1.450
C6	3.000	5.000	-.048	-.305	-.345	-1.099
C7	3.000	5.000	-.167	-1.063	-.544	-1.731
C8	1.000	5.000	-.762	-4.852	1.016	3.233
Multivariate					202.916	34.965

Source : Research Result, 2019

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