

Investigating the relationship between web quality, brand image, price, and student satisfaction: Evidence from Indonesia

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CHRONICLE

Article history:

Received: August 1, 2023
Received in revised format: October 20, 2023
Accepted: November 10, 2023
Available online: November 10, 2023

Keywords:

Student satisfaction
Brand image
Price
Web quality
Indonesia

ABSTRACT

The English language for English Instructed Class students as the end-users of Higher Education is an integral part of the sustainability of globalization in Indonesia. The research investigates the relationship between brand image, price, web quality, and student satisfaction in conducting English-instructed classes. The data was obtained via an online inquiry form 105 respondents and analyzed using Partial Least Square (PLS). The findings show that the influence of the brand image on student satisfaction, price towards student satisfaction, and web quality on student satisfaction are significant. The results illustrate that English-instructed class students' happiness depends on how the institution creates the brand image, offers competitive tuition, and develops web quality to attract prospective English-instructed class students.

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1. Introduction

In recent years, the English-instructed school has become lively, and it is a unique attraction for specific community members when graduating from university with international standard courses. Indonesia is one of the Asian states that places English as a second language (Syafryadi et al., 2021). However, the debate is still happening about how English-instructed student satisfaction is associated with international education standards (Hu et al., 2023). English-instructed class students are an essential part of the massive economic impact of the globalization of higher Education (Xu et al., 2022). Student learning experience should be considered customer satisfaction affected by the Quality of education facilities, reputation institutions, degrees, and better career possibilities (Mujahidin et al., 2021). Students as consumers decide to buy products influenced by brand image, Price, and web quality (Nusraningrum et al., 2019; Nusraningrum & Gading, 2021), and the product in question here is an educational product that can provide satisfaction when deciding to buy it.

The English-instructed class or the international class is usually different from the usual class, where the maximum number of students is only twenty people. It is intended to create a closeness between teachers and students, and the class is quieter and more comfortable so that students focus on the lessons given. English-instructed schools have the advantage of teaching personalities and insights internationally with the addition of essential creativity skills (Evans & Morrison, 2017; Gyllstad et al., 2023; Wilkes et al., 2020). English-instructed students can also have two learning opportunities, one from a local and a second from a foreign university that cooperates with a local university. Both can be used to enroll in any school or office abroad. The material given is similar to the difference in the preface in the English-instructed class. This English-instructed class has been a little in Indonesia; one which has organized and served the English-instructed class is the Universitas Mercu Buana. However, the requirements to join the English-instructed class are the English score measured by the TOEFL minimum

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ISSN 2561-8156 (Online) - ISSN 2561-8148 (Print)

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doi: 10.5267/j.ijds.2023.11.013

score of 500 and higher tuition than the regular class. Students are consumers of universities who want their needs to be met so that they feel satisfied when studying at the university they want. Satisfying consumer needs starts with consumer activities in analyzing why consumers want to buy, use, and consume products (Costa & Steffgen, 2020; Nusraningrum & Gading, 2021; Rajabalee & Santally, 2021; Vodovozov et al., 2022).

As an illustration and the comparison between the Price or tuition and student intake, and between the regular students and English-instructed students, tuition fees for English-instructed classes are higher IDR 29.340.000 - than regular tuition, and student admissions of the regular class have a difference of more than 500 students per year. This phenomenon explains that students' interest in choosing lectures in English-instructed classes could be higher, so this research becomes relevant. The research investigates the Influence of brand image, Price, and web quality on student satisfaction. In the Industrial Age 4.0, almost all universities in the world pursue international standards for increasing brand image, one of which can be carved from web quality so that Price or tuition becomes less of a problem for education consumers.

2. Literature Review

2.1 Student Satisfaction

University, as a provider of high educational services for students, should put students' satisfaction as one of the main objectives in maintaining the Quality of Service (Petruzzellis et al., 2006; Costa & Steffgen, 2020). Today, educational institutions face the challenge of creating 'good' and 'good-looking' conditions to show the Quality of university services (Chandra et al., 2019; Kökalan et al., 2022; Leonard, 2018). Satisfied students can interest new students over positive word-of-mouth messages with friends and relationships, and perhaps after graduating will return to the university to pursue further Education (Bell & Brooks, 2018; Gibbs & Dean, 2014; Huang et al., 2020; Huisman et al., 2022; Kéri & Hetesi, 2022), and can be a source of competing excellence that will produce communication in the method of constructive word of mouth, retention, and loyalty of students. The students are consumers, so Universities focus activities on fulfilling their students' needs. Therefore, consumer satisfaction is a subjective evaluation of students' outcomes and education-related experiences (Baek et al., 2018; Orosz, 2021). The university may be understood purely as a service industry. Therefore, the satisfaction of students as consumers is essential (Brooks, 2022; Bunce et al., 2017; Bunce & Bennett, 2021; Forrest, 2020; Tomlinson, 2017). In general, if the consumer has an experience that can meet expectations, then the client will sense satisfaction; on the contrary, if the perceived experience does not meet his expectations, then the customer is not satisfied (Ojasalo, 2001; Samsosir et al., 2023).

Consumers recognize and evaluate the Quality of the product, reduce a product's goal risk, and get satisfaction via the product's brand image (Molesworth et al., 2009; Nixon et al., 2018; Pahala et al., 2021). A consumer's perception and belief of a product are known as a brand image (Nusraningrum & Gading, 2021), as reflected in consumer memory, and a consumer who has a positive brand image is more likely to purchase a product. A consumer's preparation of brand image is a brand; it explains the consumer's feelings and minds about the brand. Brand image dimensions, the function of the product, and the brand's attitude are measured by strength, uniqueness, and favorable. Consumer brand perceptions include symbols, names, designs, letters, and unique colors, which build consumers' trust and understanding. The differentiation of products about the university (Chandra et al., 2019; Leonard, 2018) in competition, described as the brand image of a university, is generally implemented in higher Education Education that is commonly perceived by students as a differentiator, university image or brand image affects student satisfaction (Chandra et al., 2019; Costa & Steffgen, 2020; Kéri & Hetesi, 2022). From these thoughts, the following hypothesis is proposed:

Hypothesis 1 (H1): *Brand image influences student satisfaction.*

2.2 Price

Price decisions should never be made by chance, so pricing will be a problem when an organization sets up the initial Price; the goal is chosen, demand formulation, price estimation, price analysis, and competitor profile (Nusraningrum & Gading, 2021). In general, in practice, when the Price of a product falls, then sales increase. However, this does not apply to those who have a prestige brand image, so when the price increases, sales will also increase because it represents its performance. Armstrong et al. (2014) state that there are four characteristics of Price: competitiveness, affordability, product quality compatible with Price, and product benefits compatible with Price. The Price or cost of Education is essential for student satisfaction (Cai & Heathcote, 2022; Lundin & Geschwind, 2023). Consumers make purchases based on differences in brand image, whereas ordinary consumers buy, and consumer habits look for something different that can make consumers feel satisfied (Indrasari et al., 2022; Macdonald & Sharp, 2000; Kotler & Armstrong, 2018). From this literature, the hypothesis can be expressed as follows:

Hypothesis 2 (H2): *Price influences student satisfaction.*

2.3 Web Quality

Web quality is an essential factor in online activities because it can determine consumer satisfaction (Nusraningrum et al., 2019). The web will be effective if it contains 7 C's, namely: a). Commerce, which is the commercial transactions, can be

managed. b). A connection is the connection level among the sites. c). Context is the design and layout of the web. d). Content includes videos, sounds, images, and text. e). A community is a communication among users. f). Customization is the user's personalization. g). Communication is the ability of two-way communication between users and sites (Ahn et al., 2007; Aladwani & Palvia, 2002). Attributes of a quality website are friendliness, responsiveness, reliability, and information, the same attribute as the service quality characteristics: reliability, tangible, responsiveness, empathy, and assurance (Chandra et al., 2019; Kökalan et al., 2022; Leonard, 2018). From these attributes, it can be said that the Web quality indicators include completeness, accuracy, privacy, and security of the Quality of the information, services, and system provided. The Quality of the web has important values and essential factors to increase sales to customers because it will influence purchasing decisions for customers (Nusraningrum et al., 2019). Students, as customers, will not feel satisfied when not buying products offered by the university. Web quality is currently a marketing and vital part that is a target for higher Education (Al-Debei et al., 2015; Hwang & Kim, 2007; Ortega-Morán et al., 2017; Zhao & Zhu, 2014). From this literature, the following hypothesis is proposed:

Hypothesis 3 (H3): *Web quality influences student satisfaction.*

3. Methods

This research is causal and quantitative descriptive, and data were collected using an online questionnaire with a purposive sampling procedure and analyzed with the Structural Equation Model (SEM). The determining variables are brand image, Price, and web quality, while student satisfaction is the variable that is influenced. All the students of English instructed in Universitas Mercu Buana are the population of this study and were taken as a sample amount of 105 students. PLS-SEM analyzes and measures path models with latent variables consisting of external and structural or inner models (Hair et al., 2021). The validity test is conducted using convergent Validity with a procedure that the outer loadings are > 0.70 . Moreover, discriminant validity assessment cross-loading and the Heterotrait-Monotrait ratio (HTMT) value should be below 0.85 or 0.90 to suggest discriminant Validity. The reliability test evaluates the internal consistency reliability of a measure, and the rules of thumb in exploratory research for composite reliability and Cronbach's alpha of 0.60 to 0.70 are adequate (Hair et al., 2017).

After the construction procedures are valid and reliable, the structural Model must be assessed. The coefficient of purpose (R^2 score) represents the independent variables' shared effect on the dependent variable to measure the prediction power of the Model. A higher R^2 score indicates a higher level of accuracy. The hypothesis testing uses the path coefficients, or hypothesized associations between constructs, which are predictable through bootstrapping. In bootstrapping, an abundance of samples is taken from the inventive sample with replacement. Replacement means that every time an observation is drawn randomly from the population sample, it is given back to the population sample. The bootstrapping procedure authorizes a multivariate model by describing abundance, estimating the Model, and then determining parameter value estimates from the coefficients of all subsample models. Estimated path coefficients that have a value of +1 or higher represent a robust positive association and vice versa for a negative value. Estimated coefficients close to 0 have weak relationships. The examination of t-statistic or p-values is applied to control the significance of the coefficient by the two-tailed test with the critical value of significance level = 5% or confidence level = 95% (1,96). If p-value > 0.05 or t-statistic $< t$ -critical, thus the null hypothesis is accepted. If p-value < 0.05 or t-statistic $> t$ -critical, then the null hypothesis is rejected. The Loading Factor (LF) analysis is to find out the strength of variables affecting the indicators of the outer loadings.

4. Results

4.1 Respondents Profile

The research respondents consisted of semester 1 to 8 students from the study program of management and informatics, which amounts to 105 students. The spreading of respondent data can be perceived in the following table.

Table 2
Respondent data

Batch	Study Program	Semester 1-8		Total
		Male	Female	
2015	Management	4	6	10
	Informatics	11	2	13
2016	Management	4	11	15
	Informatics	8	0	8
2017	Management	5	10	15
	Informatics	10	0	10
2018	Management	7	5	12
	Informatics	11	4	15
2019	Management	4	5	9
	Informatics	8	0	8
Total				105

Source: Primary Data (2023)

Convergent Validity of each indicator is very valid if the value is more significant than 0.70. If the loading factor value is 0.50 to 0.60, it is less valid (Hair et al., 2021) and invalid if it is below 0.50 (Hair et al., 2021).

Table 3
Convergent Validity

Variable	Indicator	Outer Loadings	Note
Brand Image	BI1	0.900	valid
	BI2	0.704	valid
	BI3	0.872	valid
	BI4	0.629	valid
	BI5	0.816	valid
	BI6	0.586	valid
Price	P1	0.805	valid
	P2	0.929	valid
	P3	0.876	valid
	P4	0.912	valid
Web Quality	QOW1	0.743	valid
	QOW2	0.801	valid
	QOW3	0.815	valid
	QOW4	0.873	valid
	QOW5	0.740	valid
	QOW6	0.602	valid
	QOW7	0.826	valid
Student Satisfaction	SS1	0.884	valid
	SS2	0.897	valid
	SS3	0.868	valid
	SS4	0.808	valid
	SS5	0.761	valid
	SS6	0.813	valid
	SS7	0.687	valid

Table 2 shows that many of the variable indicators tested are included in the outer loading value > 0.7 . A few indicators have an outer loading value of less than 0.7. Outer loading values between 0.5 and 0.6 can meet the convergent validity requirements. Therefore, the indicators are valid for further testing against the research estimation model.

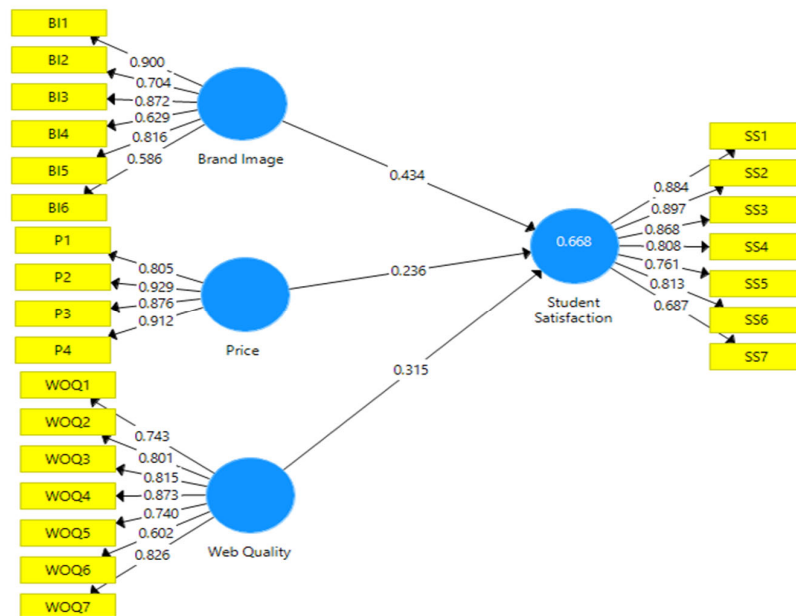


Fig. 1. PLS Algorithm

Fig. 1 shows the results of Convergent Validity testing, each indicator of Brand Image, Price Web Quality, and Student Satisfaction, which states that the data is quite valid with a Loading Factor value above 0.50. Validity testing is also tested on reflective indicators shown in the cross-loading table between the indicators and their constructs. An indicator is valid if there is the highest loading factor of the desired construct compared to other loading factors. Thus, the latent construct predicts indicators in its block better than in other blocks.

Table 4.
Discriminant Validity (Cross Loadings)

Indicator	Brand Image	Price	Web Quality	Student Satisfaction
BI1	0.900	0.333	0.558	0.678
BI2	0.704	0.233	0.400	0.556
BI3	0.872	0.237	0.541	0.584
BI4	0.629	0.243	0.383	0.375
BI5	0.816	0.230	0.559	0.617
BI6	0.586	0.225	0.484	0.345
P1	0.247	0.805	0.392	0.304
P2	0.399	0.929	0.517	0.535
P3	0.192	0.876	0.461	0.473
P4	0.299	0.912	0.530	0.564
QOW1	0.517	0.262	0.743	0.444
QOW2	0.408	0.303	0.801	0.447
QOW3	0.569	0.431	0.815	0.577
QOW4	0.602	0.563	0.873	0.647
QOF5	0.465	0.443	0.740	0.555
QOF6	0.373	0.388	0.602	0.490
QOF7	0.511	0.490	0.826	0.683
SS1	0.595	0.562	0.653	0.884
SS2	0.685	0.520	0.638	0.897
SS3	0.674	0.496	0.605	0.868
SS4	0.620	0.334	0.531	0.808
SS5	0.512	0.466	0.563	0.761
SS6	0.569	0.467	0.650	0.813
SS7	0.386	0.253	0.489	0.687

Table 3 shows that the correlation of Brand Image (X1) with codes BI1 to BI6 is higher than other construct indicators (Price, Web Quality, and Student Satisfaction). The construction correlation of Price (X2) where indicators P1 to P4 are higher than other construct indicators (Brand Image, Web Quality, and Student Satisfaction). Furthermore, the correlation of Web Quality (X3) with indicators QOW1 to QOW7 is higher than the other construct indicators, Brand Image, Price, and Student Satisfaction. The Student Satisfaction (Y) construct with indicators SS1 to SS7 is higher than other construct indicators (Brand Image, Price, and Web Quality). Linear Validity can also be tested using the average variance extracted (AVE) method with the requirement that the Model makes sense if the AVE of each construct has a better value of 0.50.

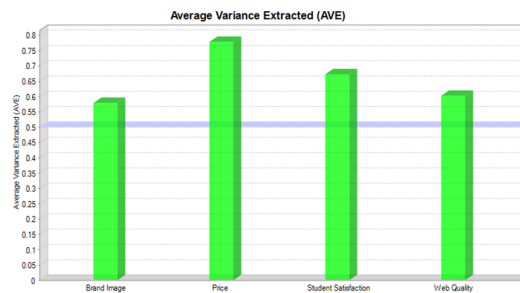


Fig. 2. Discriminant Validity

Fig. 2 results of the linear validity test (AVE) show that Brand Image has a value of 0.578, and Price is 0.777. Web Quality has an AVE value of 0.602, and Student Satisfaction is 0.672. The price variable has the highest value, meaning that the Price has the best significance level. The four research variables as a whole are significant. Composite reliability testing was carried out to measure the reliability of the instrument and research model. If all latent variable values with Cronbach's alpha > 0.70, then it is said that the construct reliability is classified as good or the questionnaire used in the research is reliable.

Table 5
Composite Reliability & Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability	Note
Brand Image	0.849	0.889	Reliable
Price	0.906	0.933	Reliable
Web Quality	0.887	0.913	Reliable
Student Satisfaction	0.917	0.934	Reliable

Composite reliability testing and Cronbach's Alpha determined that the value was satisfactory. All latent variables with a Composite Reliability value ≥ 0.70 . The information obtained from the questionnaire is reliable and consistent.

4.2 Structural Model testing (Inner Model)

Inner model testing involves developing model-based concepts and theories to analyze the relationship between exogenous and endogenous variables. Composite Reliability description Brand Image 0.889, Price 0.933, Web Quality 0.913, Student Satisfaction 0.934. Structural Model testing stages are as follows:

Table 6
R² Variabel Endogen

	R-square
Student Satisfaction	0.668

The Model of the latent variable Influence of Brand Image, Price, and Web Quality on Student Satisfaction provided an R-square value of 0.668, which can be interpreted that the construct variables of Brand Image, Price, and Web Quality amount to 66.8%, while 33.2% described by another variable outside of the investigation. The goodness of fit testing of the inner Model is based on the relevance predictive value Q²). A Q-square value greater than zero means a model with predictive relevance value. The R-square value of each endogenous variable is as follows:

$$Q^2 = 1 - (1 - R^2) = 1 - (1 - 0.668) = 1 - (0.332) = 0.668$$

The calculation above shows a predictive relevance value of $0.668 > 0$. This means that the determining factors in the estimated Model explain 66.8% of the variation in the Student Satisfaction variable. Therefore, the estimation model is capable of providing relevant predictive value. Hypothesis testing results (path analysis). The estimated value shows that the relationship path from the structural Model is significant. The bootstrapping procedure can obtain this significant value. For significance testing, it can be seen from the t-table with an alpha of 5 percent of 1.96, which is compared with the t-count.

Table 7
Hypothesis Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics (O/STDEV)	p Values	Note
Brand Image → Student Satisfaction	0.434	0.434	0.116	3.740	0.000	Supported
Price → Student Satisfaction	0.236	0.227	0.107	2.219	0.027	Supported
Web Quality → Student Satisfaction	0.315	0.330	0.139	2.263	0.024	Supported

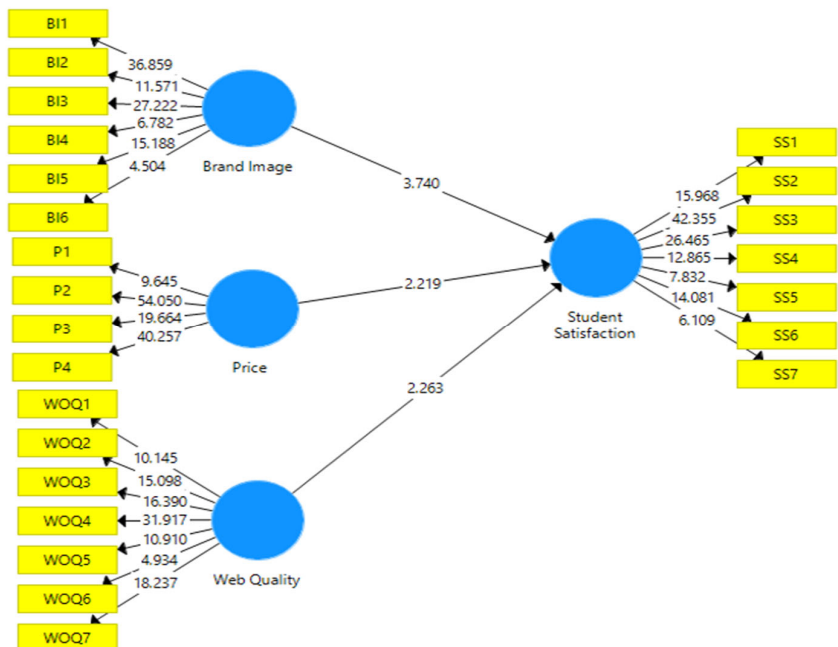


Fig. 3. Bootstrapping Result

5. Discussion

The Influence of brand image on student satisfaction. The Brand Image has a positive and significant impact on Student Satisfaction and has the most Influence in comparing other variables. The differentiation of products about the university in competition, described as the brand image of a university, is generally implemented in higher Education and is commonly perceived by students (Chandra et al., 2019; Kéri & Hetesi, 2022; Leonnard, 2018; Molesworth et al., 2009) as a differentiator. Previous studies have also found that university or brand image affects student satisfaction (Chandra et al., 2019; Costa & Steffgen, 2020; Mansur et al., 2021; Kéri & Hetesi, 2022). So it can be said that the image of a university is essential to strive for, especially with the fierce competition in the world of higher Education, where currently Indonesia has more than three thousand higher Education with various levels of the image attached. Assuming that consumers always buy different brands than other consumers to increase satisfaction (Helmold, 2022; Endri et al., 2020)

The Influence of Price influences student satisfaction. The price variable is significantly positive and has a significant influence on the student satisfaction variable. This indicates that the Price of an educational product or tuition fee becomes the choice of consumers or students to buy or enter a university that offers special programs of English-instructed classes that can satisfy their needs. Price has an essential influence on consumer satisfaction (Chandra et al., 2019; Lundin & Geschwind, 2023; Nusraningrum & Gading, 2021). Indonesia is currently developing an independent learning program whose goal is a fun learning atmosphere (Sa'diyah et al., 2022), and students can learn things that the market needs that can increase student satisfaction. Different prices can also increase consumer satisfaction (Ricardianto et al., 2022)

The Influence of web quality towards student satisfaction. The quality web variable is positive and significantly influenced by student satisfaction variables. The Quality of the web has important values and essential factors to increase sales to customers because it will influence purchasing decisions for customers (Nusraningrum et al., 2019; Simanjuntak et al., 2022), students as customers will not feel satisfied when not buying products offered by the university. Web quality is currently a marketing and very vital part that is a target for higher Education (Ahn et al., 2007; Aladwani & Palvia, 2002; Al-Debei et al., 2015; Zhao & Zhu, 2014), and to meet the needs of the market as part of industry 4.0. The world of Education does much bidding online that encourages the development of web quality to improve two-way communication between users and the web by completing attributes such as responsiveness, friendliness, reliability, and information with indicators; system quality security, completeness, accuracy, services, privacy, and information available (Ortega-Morán et al., 2017).

6. Conclusion

For higher education that offers English-instructed programs, it is essential to consider the brand image, tuition fees, and web quality for prospective students who have an international vision, considering that the cost of tuition in English-instructed programs is higher than in non-English instructed classes. Why? This research found that the brand image, Price, and web quality of the college have a positive and significant impact on student satisfaction. This shows that the better the brand image of the university, the more the student's satisfaction will increase. However, if the tuition or Price is affordable, the student's satisfaction will be higher. If the web quality offered by the university is better than other competitors, it will increase the students' satisfaction with studying there. The measurement results of three latent variables showed that 66.8% of those variables influence the dependent variables, so the brand image, Price, and web quality are essential in influencing the satisfaction of English-instructed class students in higher education. The limitation of this study is that it would be better if the research were developed into a study comparison between universities, both private and state, so that a broader picture of the same problem is obtained.

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