

Analisis Persepsi Kualitas Pengajaran terhadap Loyalitas Mahasiswa: Suatu Studi pada STIE Indonesia Banking School

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Abstrak

Dalam menghadapi persaingan antar perguruan tinggi, membangun loyalitas mahasiswa sangat diperlukan, karena dapat memberikan manfaat jangka panjang bagi perguruan tinggi. Manfaat tersebut diperoleh sejak mahasiswa masih menjalankan studi maupun setelah mereka lulus. Selain itu, peningkatan kualitas merupakan faktor pendorong terciptanya loyalitas mahasiswa. Oleh karena itu, penelitian ini secara umum bertujuan untuk mengetahui pengaruh persepsi kualitas pengajaran terhadap loyalitas mahasiswa pada STIE Indonesia Banking School. Penelitian ini mengacu pada model penelitian dari Hennig-Thurau, Langer dan Hansen (2001), yang melakukan pengujian terhadap pengaruh variabel kualitas relasional (persepsi kualitas pengajaran, komitmen kognitif, komitmen afektif, komitmen pada tujuan studi dan kepercayaan) terhadap loyalitas mahasiswa pada perguruan tinggi di Jerman. Fokus pada penelitian ini, pada tingkatan pertama (first order variable) dari model Hennig-Thurau et al. (2001). Variabel-variabel (second order variable) yang membangun komitmen afektif pada perguruan tinggi tidak diikutsertakan dalam penelitian ini. Responden pada penelitian ini adalah mahasiswa strata satu angkatan 2007 ke atas dan masih aktif mengikuti perkuliahan. Data yang berhasil dikumpulkan, selanjutnya dianalisis dengan menggunakan structural equation model (SEM). Hasil penelitian menunjukkan bahwa variabel persepsi kualitas pengajaran tidak berpengaruh secara langsung terhadap loyalitas mahasiswa. Persepsi kualitas pengajaran berpengaruh terhadap loyalitas mahasiswa melalui variabel komitmen afektif dan komitmen pada tujuan Studi. Sedangkan variabel kepercayaan dan komitmen kognitif tidak berpengaruh terhadap loyalitas mahasiswa.

In getting advantage in stiff competition, it is very important to build student loyalty for the education entities because it can give benefit in the long term. The benefit gained from the loyalty of the student is not only appear during their study term but also further until they graduate and leave the university. Moreover, the quality improvement is also a key factor that influence student loyalty. Therefore, this research generally intended to examine the effect of perceived quality of teaching toward student loyalty on STIE Indonesia Banking School. This research is based on research model which was developed by Hennig Thurau, Langer and Hansen (2001) which investigated the impact of relationship of quality variables (perceived quality of teaching, cognitive commitment, affective commitment, goal commitment and trust) toward student loyalty at several university in Germany. The main focus of this research is only on the first order variables of Hennig-Thurau et al. (2001) model. The second order variables within this model which are build affective commitment in the university are not included in this research. The respondent of this research are the student of the class of 2007 and onward, and still enrolled. Furthermore, the data collections is analyzed by structural equation model (SEM). The result of this analysis showed that perceived quality of teaching does not have a direct effect on student loyalty. On the other hand, perceived quality of teaching have an impacts to the student loyalty through affective commitment and goal commitment. Moreover, trust and cognitive commitment does not have an impacts to student loyalty either.