

Higher Education Image and Cost: The Effects and Impacts on Student Satisfaction and Trust

(A Study On Private University Students Majoring In Ict In Indonesia)

by

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Abstract: The image of universities today is considered very important to create impact on public trust. In the world of education, this kind of image is an important aspect to improve the quality of universities. As the cost of education is getting more expensive, universities are expected to be able to generate better quality students and graduates. This eventually will lead into satisfaction and trust of all stakeholders. This study was conducted involving universities all around Indonesia having excellent and qualified ICT department, using a sample of 200 people. Using the GSCA analysis method, it can be concluded that the variables of image and educational costs on higher education directly affect student trust, while satisfaction acts as a partial mediating variable on the indirect influence of image and educational costs toward university student trust. This indicates that the image of universities and the cost of education are very important for universities running the ICT department for the creation of satisfaction which finally culminates in student trust.

Key words: university image, educational cost, satisfaction, trust
JEL classification: M31

1 Introduction

Competition in the education sector among private universities seems to be tighter. In the context of service industries such as the higher education, trust is indicated through several factors, such as student satisfaction to the educational services provided by the campus (Ghosh, Whipple and Bryan, 2001). Students will feel satisfied if, among others, the service provided in the form of actions related to the interests and needs of students, such as the learning facilities, the quality of the teachers, the applied teaching models, and the ways the campus handles problems, are managed well. Especially in the context of the education services industry, satisfaction is also influenced by image (Akbar and Parves, 2009; Palacio, *et al.*, 2002) and price (Quillian, 2005; Ikenberry, 2005). Both of these factors have positive implications to the emergence of trust.

Price or cost of education is one factor that can be sensitive enough among the students, especially for colleges whose segment is the lower and middle class students (Lupioyadi,

2011). When the cost of education is not suitable with the services received by the students, it will result in disappointment among students (Lupioyadi, 2011). Furthermore, previous studies on the effect of image toward trust result in different findings, wherein Carlos *et al.* (2005) and Lin and Lu (2010) find empirical evidence that image has positive and significant effect on trust, while research by Carlos *et al.* (2005) shows that image has significant negative effect on trust. Researchers also find different findings on the effect of price toward trust. The results of the study by Ellen and Lee (2003) and Singh and Sirdeshmukh (2000) show that price significantly influences trust, but Yieh *et al.* (2007) note that price does not significantly influence trust.

Based on the above description, it can be concluded that there is an assumption that image and price may affect trust and it is determined by satisfaction (Ranaweera and Prabhu 2003; Akbar and Parvez, 2009; Kantsperger and Kunz, 2010). Therefore, in this study, satisfaction is positioned as a mediating variable to explain the gap. Similarly, in

Indonesia, where Ward *et al.* (2012) find that image has no effect on trust.

Private universities in Indonesia are mushrooming these days, thus making market share competition become tighter. Based on data from APTISI, the current number of private universities in Indonesia is approximately 2,678 institutions, which manage as many as 10,680 subjects, whereas in 1997 the number of private universities in Indonesia was only 1,293.

Under this present condition, each university is expected to be able to build trust. The importance of trust within the scope of higher education according to Ghosh *et al.* (2001:324) is that trust is an alternative long-term approach for controlling marketing costs in a competitive environment. According to Quillian (2005:16), to gain trust, universities must learn how to be efficient, to be more productive, and to recognize as well as to adopt the needs of their consumers while maintaining the integrity of their academic mission.

The subject of this present study is universities all around Indonesia having excellent and qualified ICT department. The growth rate of private universities in Indonesia is quite high, leading to tight competition among them. The study aimed at analyzing the influence of image and educational expenses toward trust on private university students majoring in ICT in Indonesia. In addition, this study aimed at examining whether satisfaction acts as a mediating variable for image and educational costs in the formation of public trust toward universities in the field of ICT.

Image

Image discussed in this study is organizational or corporate image. For an organization or company, image is such priceless property. As stated by Newsom *et al.* (2010:280) image is the impression of people, companies or institutions owned by an individual or the public at large. Related to the company's image, as stated by Dowling (1994:8), it refers to "the total impression (beliefs and feelings) of an entity (an organization, country, or brand) made on the minds of people". This means that the

image of a university is the overall impression (beliefs and feelings) of the university that exists in one's mind.

It can be concluded that image can be formed through symbols, media, circumstance, and events (Kotler, 2002:338). A strong image has one or more recognizable symbols. The media communicate something to the consumers and the use of media facilitates the formation of a positive image, as for example through advertisement. Circumstance can be seen from the state of the entity. Events refer to activities such as sponsoring an event, creating a program that displays certain products, providing service, or even the entity itself forms a positive image.

Educational Costs (Prices)

The concept of educational cost in this study is described and approached based on the theory of price. Price is closely related to products, while cost is more closely related to services provided. Kotler and Armstrong (1997:312) define price as the amount of money paid for a product or service, or the amount of the exchangeable value consumers have to the benefits of having or using the product or service. In the context of services, Lovelock and Wirtz (2007: 630) define price as the use of money, time, and effort by the consumers for buying and using services.

Another view on price is proposed by Buttle (1995: 235) which states that price is the sum of all the sacrifices made by consumers to obtain the benefits of a product. Price is the amount of money or services (or goods) that is redeemable for products or services provided.

Price is one of the factors that has a major role in the decision making process of the consumers. Price can help buyers to decide how to allocate their purchasing power in various types of goods and services. Thus, price is the amount of money paid by the consumers to buy a product or service to gain profits.

Satisfaction

Customer satisfaction is crucial to the success of a company. As stated by Zeithaml *et al.* (2009:109), customer satisfaction is also an

important indicator of economic health such as national economy health. Kotler and Keller (2012: 440) define customer satisfaction as "a person's feelings of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) in relation to his or her expectations." Thus, satisfaction is pleasant or disappointed feelings after comparing the performance of the product (or outcome) in relation to consumer expectations.

Giese and Cote (in Espejel *et al.*, 2008: 867) identify three general components of the concept of satisfaction, namely: (1) an emotional or cognitive response, (2) responses associated with a particular focus, such as expectations, products, and consumer experience, and (3) the response occurs at a specific time. While Gaspersz (2002: 34) defines customer satisfaction as a situation in which the needs and expectations of customers are met through the products consumed. Gaspersz then mathematically formulates customer satisfaction (Z) as the ratio between the perceived quality (X) and the needs, desires, and expectations of consumers (Y).

Jayanti and Jackson, as quoted by Solomon (2007:361), state that satisfaction is determined by the overall feeling or attitude a person has about a product after purchase. After reviewing various definitions of customer satisfaction, Hunt, quoted by Tjiptono (2000: 90) classifies some perspective of consumer satisfaction under the following definition: (1) Normative deficit definition, (2) Equity definition, (3) Normative standard definition, (4) Procedural fairness definition, and (5) Attributional definition.

Trust

Trust, according to McShane and Von Glinow (2008:120), refers to a person's positive expectations of others in a situation that involves risk. Trust also means confiding the fate to the other person or group. Muchinsky (2006:297) says that trust is a belief that appears even though one cannot control the actions of others against himself or herself, the person will remain take actions or behaviors that are profitable for himself or herself. These

definitions essentially emphasize the positive elements of expectation or desire over another person or party.

Moreover, Rousseau *et al.*, as cited by Mollering (2006:7), give a definition of trust which is widely accepted as a psychological state that is comprised of willingness to accept an unpleasant situation based on positive expectations on desire or behavior of the other party. Lane (2001:3) says that trust is a concept with many meanings, but in a personal trust, there are three kinds of elements, namely:

- a. Theories assuming the existence of the levels of interdependence between the grantor of trust and the grantee of trust. Expectations on trustworthy attitude of other parties would be relevant only if the consequence completion of an activity of one party depends on the accurate action or cooperation from others;
- b. The assumption that trust will provide a way to cope with risk or uncertainty in exchange relationships;
- c. A belief or expectation that the unpleasant results on acceptance of a risk is not misused by other parties involving in the relationship .

In the context of a relationship between the customers and the manufacturer or service provider, trust is very important to be developed and managed to come into long-term commitment, where in Indonesia is a common sense that relationship is culturally embedded (Irawanto, Ramsey and Tweed, 2012).

Framework and Hypotheses

Ball *et al.* (2006), Lin and Lu (2010), and Carlos *et al.* (2005) suggests the influence of corporate image on trust, such as that the image of the company affects consumer trust. There are also studies conducted to examine the influence of corporate image on consumer trust. The findings show that corporate image has a significant influence on consumer trust. It is also supported by other research findings, such as the one by Lin and Lu (2010:26) that image affects trust. Referring to these results, the hypothesis can be formulated as follows:

H1: The image of universities affects student trust.

Related to cost, Ellen and Lee (2003), Singh and Sirdeshmukh (2000), and Yieh *et al.* (2007) suggest that cost influences trust, in which it is found that dynamic prices affect trust. Based on the empirical data, another hypothesis can be formulated:

H2: The cost of education affects student trust.

Related to satisfaction in the formation of trust, Theodoridis and Chatzipanagiotou (2009), Alves and Raposo (2010), Palacio *et al.* (2002), and Bloemer and De Ruyter (1997) argue that image directly influences customer satisfaction. Other studies conducted by Ranaweera and Prabhu (2003: 86), Akbar and Parvez (2009: 31), and Kantsperger and Kunz (2010: 18) show that consumer satisfaction directly affects their trust. The pattern thus potentially leads to indirect effect of image on trust through satisfaction. Thus, the following hypothesis can be formulated:

H3: Satisfaction acts as a mediating variable of image on trust.

In regard to the link between price and trust in which satisfaction acts as the mediator, Herrmann *et al.* (2007) and Salvador *et al.* (2007) state that prices directly affect consumer satisfaction. Other studies conducted by Ranaweera and Prabhu (2003: 86), Akbar and Parvez (2009: 31), and Kantsperger and Kunz (2010: 18) show that consumer satisfaction directly affects their trust. The pattern thus potentially leads to indirect effect of image on trust through satisfaction. Thus, the following hypothesis can be formulated:

H4: Satisfaction acts as the mediating variable on the effect of educational costs toward trust.

From the afore-presented explanation, the research framework can be formulated as follows:

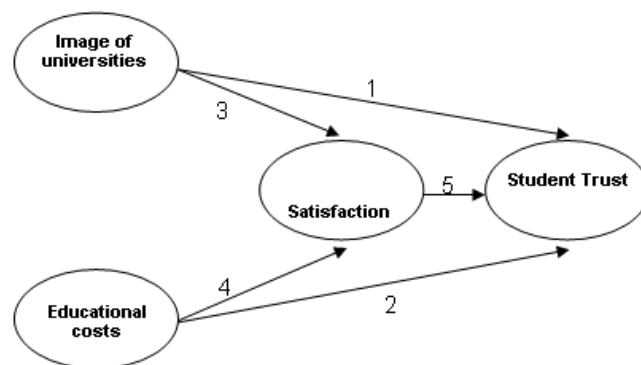


Figure 1. Conceptual Framework of the Study

2 Research Methods

This study is a descriptive study to determine the general overview of research data in the form of frequency tables and mean, as well as to determine the causal relationship between the independent, dependent, and mediating variables aimed at testing the hypothesis. According to its data type, this study falls under the category of quantitative research, in which the main source of data is the questionnaire; whereas according to the method, this study falls under the category of survey research. In this study, the population covered all the Bachelor (S1) students at the ICT private universities in one of the provinces in Indonesia, namely Bali in 2013, and the target population covered the students at their third semesters and up enrolled in 2013, approximately around 4,552 students. Data collection from respondents was conducted from September 2013 until December 2013.

This study used several variables:

1. University image is a set of beliefs, ideas, image or picture in the mind of a university student about the university he or she is studying in, which comes from his or her knowledge and experience. In this study, the instrument was adopted from Schwaiger (2004) and Spector in Picton and Broderick (2001).
2. Price or cost of education is a sacrifice in the form of money to get an educational product or service. In this study, the instrument used was adopted from Matzler *et al.* (2006).

3. Student satisfaction is the level of positive and negative feeling or emotional responses to the overall student experience related to the service provided by the university (Vinagre and Neves, 2008).
4. Customer trust against the seller or university student trust against the university refers to the positive expectation that appear in the form of belief in oneself that the university can meet his or her expectations in providing educational service. In this study, the instrument developed by Mayer *et al.* and Rindings *et al.* (in Casalo *et al.*, 2007), and Robbins and Judge (2007), was used as the main reference.

All variables were measured using a Likert scale with five (5) alternatives, namely Strongly Agree / Always score five (5); Agree / Often score four (4); Less Agree / Sometimes score three (3); Disagree / Never score two (2), and Very Disagree / Never score one (1).

The method of analysis used in the study was the Generalized Structured Component Analysis (GSCA). GSCA will work very well for small sample sizes, especially for $50 \leq n \leq 200$ (Waciko JK, 2012).

3 The Results of the Analyses

Descriptive Analyses

Description of the characteristics of survey respondents by sex, age, department, and universities can be seen in Table 1.

Based on the descriptive analysis in Table 1, it can be seen the majority of the respondents were male, as many as 157 or 78.5; this suggests that in the province of Bali, male is more enthusiastic to continue their studies in higher education with a concentration in ICT.

Table 1. Description on Respondents' Profiles

Profile	Description	Frequency	Percentage
Sex	Male	157	78.5%
	Female	43	21.5%
Age	≤ 20 years old	94	47%
	20 > – 25 years old	94	47%
	25 > – 30 years old	12	6%
	> 30 years old	0	0%
Department	Information System	68	34%
	Computer System Information Technology	95	47.5%
		37	18.5%

The majority of the respondents were aged ≤ 20 years and $20 > - 25$ years old, each has the same number of 94 people (47%). Based on the departments the students enrolled, it can be seen that the majority of the respondents were from the computer system department, as many as 95 people (47.5%). This is due to the fact that the computer system department was opened earlier than the other departments, so that the department has more number of students.

GSCA

1. Analysis on the Measurement Model (Outer Model)

Measurement model using analytical tool of CFA (confirmatory factor analysis) serves to identify whether the indicator is a construct of the variables under study. Based on Appendix 1, it can be seen that all indicators have loading factor greater than 0.30, so the indicators can be declared as valid in shaping the image of the university, cost of education, satisfaction, and trust in students.

It can be concluded that the measurement model of indicators also meet the discriminant validity. The following is a test on discriminant validity.

Table 3. The Result of Discriminant Validity Test

Variable	AVE	AVE Square Root	Correlation Among Variables			
			Image	Cost	Satisfaction	Trust
Image	0.664	0.815	1.00			
Cost	0.680	0.825	0.700	1.00		
Satisfaction	0.758	0.870	0.681	0.644	1.00	
Trust	0.705	0.839	0.759	0.710	0.772	1.00

Based on Table 3, it is known that the root of AVE values for each variable has a greater value when compared with the value of the correlation between variables in the model, so it can be concluded that the variables in the study have good discriminant validity.

The last evaluation of the outer model is on the composite reliability. A construct or variable is said to satisfy the composite reliability if it has a composite reliability values ≥ 0.70 .

Table 4. The Result of Composite Reliability Test

Variable	Composite Reliability	Note
Image	0.908	Reliable
Cost	0.927	Reliable
Satisfaction	0.904	Reliable
Student Trust	0.923	Reliable

Table 4 shows that the composite reliability value of each variable in the model of image of universities on student trust through satisfaction has a value of more than 0.70. It can be concluded that each of these variables is reliable.

2. Structural Model Analysis (Inner Model)

Structural model functions to test the model and the influence between the variables studied (Goodness of Fit).

Table 5. The Result of Structural Model Goodness of Fit Analysis

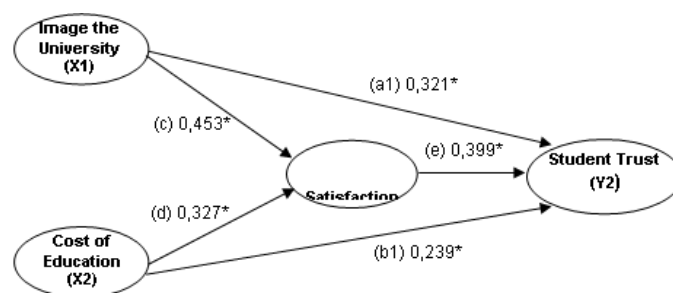
Model Fit	
FIT	0.693
AFIT	0.609
GFI	0.974
SRMR	0.222

The estimation results of the structural model on the influence of the image of the university and the cost of education toward student trust through satisfaction as the mediating variable resulted in FIT value of 0.693, and Afit value of 0.690; this means that the model can explain the variation form all variables in the study as much as 69.3%, while the remaining 30.7% can be explained by other variables non-existent to the

model. The GFI analysis resulted in the value of 0.974, greater than the critical value (0.900), and the SRMR value of 0.222. According to Ghazali (2008) this can be included in the criteria of fit close to 0, so it can be concluded that the goodness of fit of the model is good enough.

3. Hypothesis Testing

The following is the result of the causality test:

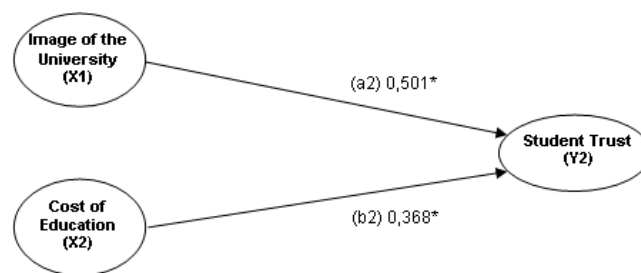


CR* significant at 0.05 level

Figure 2. Path Diagram Involving the Mediating Variable

Based on table 5 and 6, the path diagram testing of each path can be seen in figure 2 and 3.

From the comparison method of coefficients and significance, the hypothesis testing and path coefficients without the mediating variable can be seen in Figure 3 below.



CR* significant at 0.05 level

Figure 3. Path Diagram without the Mediating Variable

Based on Figure 2 and 3, the hypotheses testing can be explained as follows:

Table 6. Causality Test Results among Variables

Model	Relationship among Variables	Path Coefficient	SE	CR (t_{cal})	Note
Involving Mediating Variable	Image (X1) → Satisfaction (Y1)	0.453	0.074	6.12	Significant
	Image (X1) → Trust (Y2)	0.321	0.069	4.65	Significant
	Satisfaction (Y1) → Trust (Y2)	0.399	0.083	4.81	Significant
	Cost (X2) → Satisfaction (Y1)	0.327	0.074	4.42	Significant
	Cost (X2) → Trust (Y2)	0.239	0.239	3.85	Significant
Without Mediating Variable	Image (X1) → Trust (Y2)	0.501	0.054	9.27	Significant
	Cost (X2) → Trust (Y2)	0.368	0.059	6.24	Significant

Source: Primary data processed

H1: The image of universities affects student trust.

Test results of hypothesis testing on the effect of image on student trust shown by the estimate value of the path coefficient of 0.321 with a positive direction, meaning that the relationship between the image of the university and student trust is in the same direction with trust. The critical point (CR) of $t_{cal} = 4.65 > t_{table} = 1.96$; thus, it means that the image of the university has significant positive effect on student trust. Thus, the first hypothesis stating that the image of the university affects student trust has been proven to be true.

H2: The cost of education affects student trust.

Test results of hypothesis testing on the effect of the cost of education on student trust shown by the estimate value of the path coefficient of 0.239 with a positive direction, meaning that the relationship between the cost of education and student trust is in the same direction with trust. The critical point (CR) of $t_{cal} = 3.85 > t_{table} = 1.96$, thus, it means that the cost of education has significant positive effect on student trust. Thus, the second hypothesis stating that the cost of education affects student trust has been proven to be true.

H3: Satisfaction acts as a mediating variable of image on trust.

Test results of hypothesis testing on the effect of image on student trust with satisfaction as the mediating variable show that:

- (a) The result of the estimation on path coefficients between the image of universities and student trust was 0.321 with a positive direction, meaning that the relationship between the image of the university and student trust is in the same direction. The critical point (CR) of $t_{cal} = 4.65 > t_{table} = 1.96$, so the image of the university has significant positive effect on student trust.
- (c) The result of the estimation on path coefficients between the image of universities and student satisfaction was 0.453 with a positive direction, meaning that the relationship between the image of the university and student satisfaction is in the same direction. The critical point (CR) of $t_{cal} = 6.21 > t_{table} = 1.96$, so the image of the university has significant positive effect on student satisfaction.
- (e) The result of the estimation on path coefficients between student trust and student satisfaction was 0.399 with a positive direction, meaning that the relationship between student trust and student satisfaction is in the same direction. The critical point (CR) of $t_{cal} = 4.81 > t_{table} = 1.96$, so student satisfaction has significant positive effect on student trust.
- Test results of hypothesis testing on the effect of image on student trust without the mediating variable show that:
- (f) The result of the estimation on path coefficients between the image of universities and student trust was 0.501 with

a positive direction, meaning that the relationship between the image of the university and student trust is in the same direction. The critical point (CR) of $t_{cal} = 9.27 > t_{table} = 1.96$, so the image of the university has significant positive effect on student trust.

Based on the results of the hypotheses testing on relationship among variables, it can be seen that the path coefficient (c) and (e) and (a1) are significant, in which the coefficient of (a1) is smaller than (a2), then satisfaction acts as partial mediation. Thus, it can be said that the image of the university directly or indirectly affects student trust. In this sense, the third hypothesis stating that satisfaction acts as a mediating variable of the image of the university on student trust has been proven to be true.

H4: Satisfaction acts as the mediating variable on the effect of educational costs toward trust.

Test results of hypothesis testing on the effect of cost of education on student trust with satisfaction as the mediating variable show that:

- (b) The result of the estimation on path coefficients between the cost of education and student trust was 0.239 with a positive direction, meaning that the relationship between the cost of education and student trust is in the same direction. The critical point (CR) of $t_{cal} = 3.85 > t_{table} = 1.96$, so the cost of education has significant positive effect on student trust.
- (d) The result of the estimation on path coefficients between the cost of education and student satisfaction was 0.327 with a positive direction, meaning that the relationship between the cost of education and student satisfaction is in the same direction. The critical point (CR) of $t_{cal} = 4.42 > t_{table} = 1.96$, so the cost of education has significant positive effect on student satisfaction.
- (e) The result of the estimation on path coefficients between student satisfaction and student trust was 0.399 with a positive direction, meaning that the relationship

between student satisfaction and student trust is in the same direction. The critical point (CR) of $t_{cal} = 4.81 > t_{table} = 1.96$, so student satisfaction has significant positive effect on student trust.

Test results of hypothesis testing on the effect of the cost of education on student trust without the mediating variable show that:

- (g) The result of the estimation on path coefficients between the cost of education and student trust was 0.368 with a positive direction, meaning that the relationship between the cost of education and student trust is in the same direction. The critical point (CR) of $t_{cal} = 6.24 > t_{table} = 1.96$, so the cost of education has significant positive effect on student trust.

Based on the results of the hypotheses testing on relationship among variables, it can be seen that the path coefficient (d) and (e) and (b1) are significant, in which the coefficient of (b1) is smaller than (b2), then satisfaction acts as partial mediation. Thus, it can be said that the cost of education directly or indirectly affects student trust. In this sense, the fourth hypothesis stating that satisfaction acts as a mediating variable of the cost of education on student trust has been proven to be true.

4 Discussion

The image of universities has positive and significant effect toward student trust in the present study, indicating that the better the image of the university, the higher the trust of the students will be. The result of the study which states that the image of the university significantly influences and has positive impact on the trust of students support the results of previous studies, among others, are studies performed by Carlos *et al.* (2005), Ball *et al.* (2006), and Lin and Lu (2010:26).

The cost of education has positive and significant effect toward student trust in the present study, indicating that the better management of the educational cost, the higher the trust of the students will be. The result of the study which states that the cost of education

has positive and significant effect toward student trust support the results of previous studies, among others, are studies performed by Ellen and Lee (2003), Singh and Sirdeshmukh (2000), and Yieh *et al.* (2007). The study by Ellen and Lee (2003) find that dynamic prices affect trust.

Satisfaction mediates the image of universities toward student trust in the present study. This means that the more satisfied the students with the image of the university, the higher the trust of the students will be. The result of the study which states that the image of the university influences the trust of students through satisfaction, among others, are studies performed by Palacio *et al.* (2002), and Alves and Raposo (2010) showing that image directly influences customer satisfaction.

The cost of education affects student trust through satisfaction as the mediating variable in the study. It can be said that when the cost of education is able to give satisfaction to the students, it will be able to increase student trust. The result of the study which states that the cost of education affects student trust through satisfaction support the results of previous studies, among others, studies by Herrmann *et al.* (2007) and Estelami and Bergstein (2006) in which they show that price (cost) directly affects customer satisfaction.

5 Conclusion

Image of universities and education costs directly and indirectly affect the increase in student trust. Indirect influence of image of universities and education costs on student trust happens through satisfaction. Thus, that the results of this study support the findings of previous studies (Carlos *et al.*, 2005, and Lin and Lu, 2010) and theories related to the concept of image, cost, satisfaction, and trust relationship.

The better the image of a university will be able to grow higher trust for students, while analyses on the influence of the cost of education to the student trust suggests that the better management of the cost of education will be able to increase the trust of students. The image

of a university should be able to give satisfaction to the students, so that student trust can improve as well. Increased student satisfaction at the expense established by universities will foster student trust toward the university.

Recommendations and Further Research

Based on the conclusions drawn before, some suggestions can now be given as follows:

1. For the management of IT-based universities in Bali, the image needs to be improved in terms of university responsibility for providing fast relief facility when a student has a problem and maximum efforts to realize the promises of quality education.
2. In this study, it can be seen there are some drawbacks that should be improved, among others (1) transparency and clear reasons when a decision to raise the cost of education shall be made, (2) compatibility between the cost of education with educational services and facilities provided, as well as the quality of student learning, and (3) the quality of the teaching staff. In determining the cost of education, campus should follow the market price, meaning that the price is not burdensome to students and not excessive when compared with other campuses.
3. The cost of education should be acceptable and logic, and in the process of determining the price, students must be involved. Rising education costs needs to be done in the right time, and periods of rising education costs should also be considered. Lastly, an official circular should be delivered in advance to students before they are asked to pay for any tuition.

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Appendix 1. The Results of *Confirmatory Factor Analysis*

Variabels	Indicators	Loading	Note	
Image of Private Universities	X1.1	Attractiveness	0.806	Valid
	X1.2	Responsibility	0.821	Valid
	X1.3	Success	0.800	Valid
	X1.4	Cooperation	0.836	Valid
	X1.5	Dynamism	0.811	Valid
Educational Costs	X2.1	Transparency	0.760	Valid
	X2.2	Quality Ratio	0.866	Valid
	X2.3	Relative Price	0.814	Valid
	X2.4	Trust	0.906	Valid
	X2.5	Reliability	0.814	Valid
	X2.6	Honesty	0.779	Valid
Satisfaction	Y1.1	Emotion	0.872	Valid
	Y1.2	Hope	0.902	Valid
	Y1.3	Involvement	0.836	Valid
Trust	Y2.1	Integrity	0.847	Valid
	Y2.2	Competence	0.853	Valid
	Y2.3	Consistency	0.875	Valid
	Y2.4	Virtue	0.827	Valid
	Y2.5	Openness	0.793	Valid