

THE EFFECT OF QUALITY OF SERVICE, SCHOOL IMAGE AND TEACHER PROFESSIONALISM TOWARD LOYALTY THROUGH STUDENT SATISFACTION (EMPIRICAL STUDY IN SOME OF SENIOR HIGH SCHOOL OF MAKASSAR)

¹Sudirman Kadir, ²Mattalatta, ³Nur Fadjrih Asyik

^{1,2,3}Sekolah Tinggi Ilmu Ekonomi Indonesia (STIESIA) Surabaya

Abstract: The purpose of this study was to examine the effect of service quality, school image and teacher professionalism on student loyalty in several public high schools in the city of Makassar, and to examine the effect of service quality on student loyalty through student satisfaction, to examine the effect of school image on student loyalty through student satisfaction and to examine the effect of teacher professionalism on student loyalty through student satisfaction in several public high schools in the city of Makassar. To implement this objective, data collection techniques are used through questionnaires, using data analysis techniques is SEM. The results showed that the quality of services provided to students in several public high schools in the city of Makassar could mediate a significant effect on increasing student loyalty. The results of the analysis found that the school image can have a significant / real influence on increasing student loyalty in several public high schools in the city of Makassar. The results of the analysis of the influence of teacher professionalism have a significant / real influence on increasing student loyalty in the Public High School in the city of Makassar. The results of the analysis that service quality has a significant effect on student satisfaction. So that it has an impact on student loyalty. The results of the influence analysis show that student satisfaction cannot mediate the influence of school image on student loyalty. The results of the research data analysis found that teacher professionalism had an effect on student satisfaction on the impact on student loyalty in several public high schools in the city of Makassar.

Keywords: Service Quality, School Image, Teacher Professionalism, Student Satisfaction and Student Loyalty.

1. INTRODUCTION

The national education system is a whole component of education that is interrelated in an integrated manner in achieving national education goals. The success of the implementation of national education is determined by the existence of schools. School functions play a role in providing provision of knowledge, skills, and abilities needed by students, in order to have full capital in the future as well as to be equipped with provisions and self-owned potential. The function of the school does not only play a role in providing teaching and education to students, but schools also need to provide services to people who need educational services. The success of the school in providing services to students is largely determined by the satisfaction of students (i) after participating in the teaching and learning process at school.

Tjiptono and Chandra (2016: 214) suggest that customer satisfaction consists of 3 response satisfaction involving a particular focus and is determined in a certain time. Whereas Hasan (2014: 89) suggests that customer satisfaction is a comparison between actual results and culturally acceptable results. Based on the opinions expressed by Tjiptono and Chandra (2016: 214) and Hasan (2014: 89), it can be concluded that the success of schools in administering education is determined by the presence of student satisfaction. Anggraini, et al., (2016) suggested that student satisfaction has a very close relationship with student expectations for the quality of services offered by the school.

Research conducted by Poniman and Kusmardi (2011) the results of the study found that the reliability variable had a significant influence on student satisfaction. While Radja (2013) examined the effect of service quality on student satisfaction and its impact on student loyalty. Where reliability directly affects student satisfaction and student loyalty. So that from the results of previous studies, it can be said that there is a significant effect of reliability on student satisfaction.

Poniman and Kusmardi (2011) found that responsiveness had a significant effect on student satisfaction. Whereas Syamsi (2008) examined the effect of service quality on consumer satisfaction on Al Qolam Bandar Lampung guidance and learning consulting students, where the results of the study found that responsiveness had a positive and significant effect on student satisfaction. While Yudianto and Trisnowati (2014) the results of the study found that there was a significant effect between responsiveness on student satisfaction.

The guarantee dimension in school service is important, because it can increase student satisfaction. According to Tjiptono (2014: 282) that assurance covers knowledge, competence, politeness and trustworthiness of the staff, provides security to consumers, so that school guarantees can provide protection to students while following the teaching and learning process in schools because it is part which can improve student satisfaction.

Research conducted by Yudianto and Trisnowati (2014), the results of research data analysis that has been carried out shows that there is a significant effect between assurance on satisfaction of senior high school students, in the sense that aspects of assurance in education services will be able to increase student satisfaction. Poniman and Kusmardi (2011), the results of the study found that assurance has a significant influence on student satisfaction in SMK. Kusumahati (2012), the results of the study indicate that there is an influence of assurance on student satisfaction in Vocational High Schools. So that from the results of previous studies indicate that assurance (assurance) affects the satisfaction of students at school.

The problem of empathy (empathy) relates to reliability in establishing relationships, good communication, personal attention and understanding of the individual needs of customers. So that with empathy affects the satisfaction of students in high school. Poniman and Kusmardi (2011), the results of tests conducted showed that the empathy variable had a significant influence on student satisfaction. Then Syamsi (2008) said that empathy had a significant effect on student satisfaction.

Research conducted by Yudianto and Trisnowati (2014), the results of the study stated that there was a significant effect on student satisfaction, the school must always have awareness of educators and non-educating staff in providing the best service to students, so that students are more satisfied with the service at the school. Then the research conducted by Anggraini, et al., (2016) found that empathy had a significant effect on the satisfaction of high school students. While Puspitasari (2014) found that empathy had a positive and significant effect on student satisfaction.

Physical evidence (tangible) includes physical functions, equipment, employees and means of communication (Tjiptono, 2014: 282). From the definition put forward by Tjiptono (2014: 282) it can be said that physical evidence is the most important part in the implementation of the teaching and learning process in schools. Because without educational facilities and infrastructure available, it will have a negative impact on student satisfaction. Research conducted by Puspitasari (2014) found that empathy had a positive and significant effect on student satisfaction. Whereas Syamsi (2008) found that tangible had a significant effect on student satisfaction guidance and study consultation. So that from the results of previous studies it can be said that physical evidence (tangibles) has a positive and significant effect on satisfaction of high school students.

Based on the results of previous studies, it can be said that the dimensions of service (reliability, responsiveness, assurance, empathy and physical evidence) affect student satisfaction. Then in the process of organizing education by each school student satisfaction is not only determined by the quality of service but also the image of the school. Jasfar

(2009: 184) provides limitations as a representation of the assessment of consumers, both potential and those related to the company. So that the school image or good name of a well-known organization will increase customer satisfaction, while Khusaeni (2016) states that school image is interpreted as a way of schools to show themselves to educational service users including students, guardians of students, communities, government and business.

Habibah and Bayu (2016) the results of the study state that service quality and school image have a strong relationship and jointly influence student satisfaction, and Qomariah (2012) the results of Institutional image research influence student satisfaction. Whereas Khusaeni (2016) found that the image of a high school made students satisfied learning in school. Then Kurniawan (2013) found that the image had a positive but not significant effect on student satisfaction, and Ratnasari (2016) found that the image of the Institution would increase student satisfaction, so that the results of the study found that the high school image could affect student satisfaction in learning in school.

Then the school image not only affects student satisfaction but also affects student loyalty. This is based on research conducted by Khusaeni (2016) that school image also has a direct effect on student loyalty. Whereas Qomariah (2012) states that the image of the Institution has a significant effect on student satisfaction but does not significantly influence student loyalty. Whereas Djajadi (2013) found that corporate image had an effect on student loyalty, so that from the results of research conducted by several previous researchers that school image had a significant effect on student satisfaction and loyalty.

The success of the school in administering education is not only determined by the quality of service and the image of the school so that it influences student satisfaction and loyalty but is also supported by the existence of the function and role of the teacher. According to Wahyudi (2014: 1) that the teacher or educator is the spearhead of education, because the teacher plays an important role in education and the implementation of the curriculum, so that the importance of the function and role of the teacher in the implementation of education is greatly supported by the existence of professional teachers in performing tasks and responsibilities as educators.

Fathurrohman and Suryana (2012: 114) state that in principle the professionalism of teachers is teachers who can carry out their duties professionally who have characteristics such as experts in the field of teacher theory and practice. Wahyudi (2014: 3) states that a professional teacher is someone who has the knowledge, skills and professional attitudes that are able and faithfully to develop their profession to become members of professional education organizations, uphold the professional code of ethics and cooperate with other professions.

Sukri (2006) the results of the study found that learning services and teacher professionalism had an effect on student satisfaction. While Panjaitan (2013) found that teacher competence had a positive and significant effect on student satisfaction. Furthermore, Isnaini, et al. (2016), the results of the study found that there was a significant influence between lecturer competencies and learning facilities on student satisfaction. So that from some previous studies it can be concluded that teacher professionalism influences student satisfaction, which means that the higher the teacher's professionalism will affect student satisfaction.

Based on empirical theory about the influence of service quality, school image and teacher professionalism on student loyalty through student satisfaction in fact there have been gaps or differences in the findings of several previous studies which can be described as follows:

1. Differences in the results of research on the effect of service quality on student satisfaction, Sari and Wiyono (2013), Fikri, et al., (2016), Poniman and Kusmardi (2011) support a significant positive effect on student satisfaction. Whereas Qomariah (2012) found service quality did not have a significant effect on student satisfaction.
2. The difference in the results of research on the effect of service quality on student loyalty, the results of which found that Fikri, et al., (2016), Radja (2013), Murjoko and Shihab (2011) service quality does not support that service quality affects student satisfaction.
3. Differences in research on the effect of school image on student satisfaction, Habibah and Bayu (2016) found that school images influence student satisfaction, Qomariah (2012) Institutional image influences student satisfaction and Ratnasari (2016) supports there is a significant influence between school image and Student satisfaction, as well as Kurniawan (2013) found that images have a positive and significant effect on student satisfaction.

4. The difference in research, namely Khusaeni (2016), Djajadi (2013) found that company image influences student loyalty, while Qomariah (2012) does not support that school image does not significantly influence student loyalty.

5. The influence of teacher professionalism on student satisfaction, the results of research conducted by Sukri (2006) support that teacher professionalism influences student loyalty. Panjaitan (2013) who supports the results of the study found that teacher competence has a positive and significant effect on job satisfaction so that in this study all support that teacher professionalism has an effect on student satisfaction so that there is a gap.

Based on the gap from previous research, this study focused on SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar. The survey results on several schools in the Makassar City High School, the problem that has occurred so far is that there is still frequent student dissatisfaction with the services provided by the school. This can be seen from the number of school teachers who are less responsive in providing services to students. In addition, the teacher's (empathy) attitude in giving different attention between students who excel with students who are underachieved. So that the phenomenon that occurs from the results of a survey conducted in several schools so far that the physical evidence available in the implementation of the teaching and learning process is often lack of satisfaction felt by students for services provided by schools, especially at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 Makassar so that the number of students entering the State High School in Makassar declined.

Makassar 1 Public High School and Makassar 2 Public High School for 2015 decreased. Where there is a decrease in the number of participants (students) in State High School 1, State High School 2, State High School 3, State High School 4 and State High School 5 in Makassar, that the quality of school services is still not as expected by students, resulting in student dissatisfaction that student loyalty is still lacking. This is seen from the results of interviews with Drs. Rahmat, M.Sc. as the teacher of Makassar 1 Public High School that students' loyalty from school is felt to be lacking, because all learning facilities in the learning process are still incomplete, so with the phenomena faced, the researcher is interested in choosing the title: THROUGH THE STUDENT SATISFACTION (EMPIRICAL STUDY ON SOME OF THE MIDDLE SCHOOL OF THE STATE IN THE CITY OF MAKASSAR).

The purpose of this study is to analyze and test the following:

- 1) To examine the effect of service quality on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.
- 2) To examine the effect of school image on the loyalty of students in SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.
- 3) To examine the effect of teacher professionalism on the loyalty of students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.
- 4) To test the effect of service quality on student loyalty through student satisfaction at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.
- 5) To examine the effect of school image on student loyalty through student satisfaction at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.
- 6) To examine the effect of teacher professionalism on student loyalty through student satisfaction at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.

2. RESEARCH METHODS

The design used in this study is a quantitative method. The quantitative method is named the positivistic method, because it relates to positivist philosophy. This method is a scientific / scientific method because it already has scientific rules, namely concrete, objective, measurable, rational and systematic. This research technique is based on Ex Post Facto research (Sudaryanto, 2015: 9) which states that simply, researchers conduct problems by studying or reviewing variables.

The population in this study were high school students in the city of Makassar, according to data from the Makassar City Education Office that there were as many as 22 senior high schools in the city of Makassar. Based on data from 22 State

High Schools in Makassar, the researchers chose 5 Public High Schools namely: Senior High School 1, Senior High School 2, Senior High School 3, Senior High School 4 and Senior High School 5 in Makassar City, where in choosing the five Public High Schools in Makassar City, because of criteria or certain considerations namely:

- a) The five A + Accreditation schools
- b) The highest number of prospective students compared to other high schools.

The research variable is an attribute or value or the nature of people, objects or activities that have certain variations determined by the researcher to be studied and then concluded (Sugiyono, 2011: 39). So that the variables in this study can be described as follows:

1. Independent variable is a variable that influences or causes a change or the emergence of a dependent variable. So that this research variable can be described as follows:

- a) Quality of service in the world of education that includes relationships, benefits, students, communication and placement support, so that the quality of student services is measured in 5 dimensions, namely: reliability, responsiveness, assurance, empathy and physical evidence.
- b) School image describes a group of impressions, beliefs and attitudes that exist in the minds of students towards school.
- c) Teacher professionalism is the ability of teachers who have competence in conducting the teaching and learning process in schools.

2. Dependent variables are variables that are influenced or which are due to the existence of independent variables. Dependent variable is student loyalty (Y2).

3. The mediation variable (intervention), which is a variable that theoretically influences the relationship between independent and dependent variables, becomes an indirect relationship and cannot be observed and measured. The mediating variable in this study is student satisfaction (Y1).

The instrument used in this study is the Likert scale. According to Sugiyono (2011: 107) the Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena.

Based on the results of the pretest through the validity of each question the quality of service is measured by 5 question items, which have a correlation value greater than 0.30. It can be concluded that each question is valid. While the image of the school with 4 items of questions where all the items in the questionnaire questions are greater than 0.30. Means that every item in question is valid. Then for teacher professionalism variables with 4 question items that have a correlation range greater than 0.30. It can be said that all items in question have been declared valid.

Then the pretest results in the validity test, namely student satisfaction, which in the pretest has a correlation range above 0.30. Means that each research indicator has been declared valid. Likewise with student loyalty which has 4 questions with a correlation range above 0.30. It can be concluded that in the pretest, all items in the questionnaire were declared valid. So that the item items in the determining questionnaire are feasible to be distributed to a number of respondents who were used as research samples.

Reliability test aims to measure whether the measuring instrument used is accurate or consistent in measuring what you want to measure. To see the reliability or reliability of the questions in this pre-test, Bahri and Zamzam (2014: 58) say that a reliability is good if cronbach's alpha is greater than 0.60.

The pretest reliability test items are question items in the questionnaire, where for service quality variables with 5 item questions that have a cronbach's alpha value greater than 0.60 means that each item in the questionnaire is reliable / reliable. Then for school image variables that have 4 question items with cronbach's alpha values greater than 0.60. It can be concluded that each item in the questionnaire is reliable / reliable. Then for the teacher professionalism variable by having 4 question items that have a cronbach's alpha value greater than 0.60 means that each question item is reliable / reliable. Likewise with student satisfaction with 3 item questions which have cronbach's alpha above than 0.60. It can be concluded that each item is reliable / reliable. Whereas for customer loyalty variables that have 4 questions, where each question item has cronbach's alpha above than 0.60, so that it can be said that each question item has been reliable / reliable. In this study inferential statistical data analysis was measured using Amos SEM software.

3. RESEARCH RESULT

The research hypothesis testing aims to test the research hypothesis. Where in testing the research hypothesis, the results of the Amos SEM test can be presented first, which can be presented as follows:

Table of Results of Research Hypothesis Testing with Amos SEM

Path Test			Estimate	S.E.	C.R.	P
Student satisfaction	<---	Service Quality	0,465	0,097	4,818	0,000
Student satisfaction	<---	School image	0,129	0,068	1,890	0,059
Student satisfaction	<---	Teacher Professionalism	0,266	0,068	3,925	0,000
Student Loyalty	<---	Service Quality	0,198	0,074	2,685	0,007
Student Loyalty	<---	School image	0,171	0,049	3,489	0,000
Student Loyalty	<---	Teacher Professionalism	0,161	0,051	3,171	0,002
Student Loyalty	<---	Student satisfaction	0,164	0,050	3,286	0,001

EFFECT OF SERVICE QUALITY ON STUDENT LOYALTY:

The results of the data analysis of this study concerning the effect of service quality on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar. Where in this study found that service quality has a positive effect on student loyalty. This can be interpreted that the better the quality of services provided to every student of SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar city will have an effect in increasing student loyalty, so that it can be said that service quality can increase student loyalty.

Significant test results obtained critical ratio of $2.685 > 1.96$ and besides that it has a significant value of $0.007 < 0.05$. This is an empirical finding that service quality has a significant effect on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar, where in this study it can be said that service quality has a significant influence in increasing student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.

THE EFFECT OF SCHOOL IMAGE ON STUDENT LOYALTY IN SENIOR HIGH SCHOOL 1, SENIOR HIGH SCHOOL 2, SENIOR HIGH SCHOOL 3, SENIOR HIGH SCHOOL 4 AND SENIOR HIGH SCHOOL 5 IN MAKASSAR CITY:

The results of the data analysis of this study indicate that the school image has a positive and significant effect on the loyalty of students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar, it is said that the school image can have a significant effect on increasing student loyalty . The reason is because of the perceptions of students who take part in the learning process at Makassar City Public High School because the learning process obtained by each of the SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar is good, so that students can give loyalty to the process teaching and learning, and other variables that say that the school image has a significant effect on the loyalty of students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar because the school facilities and infrastructure used in the learning process are considered good by students .

EFFECT OF TEACHER PROFESSIONALISM ON STUDENT LOYALTY:

The results of research data analysis are the influence of teacher professionalism on student loyalty. Where in this study empirical findings were found that teacher professionalism had an effect on student loyalty, which meant that the higher the professionalism possessed by each teacher from each of the SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar, the loyalty students in following the learning process in school will increase.

Then from the results of the analysis of the influence of teacher professionalism on student loyalty obtained critical ratio $3.286 > 1.96$, and besides that has a sig value of $0.001 < 0.05$. It can be said that teacher professionalism has a positive and significant effect on student loyalty. It can be said that the increase in teacher professionalism can have a significant effect on student loyalty.

EFFECT OF SERVICE QUALITY ON STUDENT LOYALTY THROUGH STUDENT SATISFACTION AT SMAN 1, SMAN 2, SMAN 3, SMAN 4 AND SMAN 5 IN THE CITY OF MAKASSAR:

Based on the results of the mediation test, namely the influence of service quality through student satisfaction on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar, the magnitude of indirect influence on service quality through satisfaction with student loyalty is $0.076 (0.465 \times 0.164)$. Then from the results of the critical ratio

2.207 and the sig values calculated by the sobel test show that the value of the critical ratio is $2.707 > 1.96$ and the sig value is $0.006 < 0.05$ (attachment 12), this means that the influence of service quality through student satisfaction has a positive effect and significant to student loyalty. This means that with a good quality of service will be followed by an increase in student satisfaction that has an impact on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.

EFFECT OF SCHOOL IMAGE ON STUDENT LOYALTY THROUGH STUDENT SATISFACTION AT SMAN 1, SMAN 2, SMAN 3, SMAN 4 AND SMAN 5 IN MAKASSAR CITY:

The results of the path test (mediation) are the influence of the school image through satisfaction with the loyalty of students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar which show that the magnitude of indirect influence is 0.021 (0.129×0.164). This can be interpreted that the magnitude of the indirect effect of the school image through student satisfaction on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar is equal to 0.021.

Then from the calculation of the critical ratio calculated by the sobel test, the magnitude of the critical ratio is $1.232 < 1.96$ and in addition it has a value of value of $0.217 > 0.05$ (attachment 13). It can be said that the influence of the school image through satisfaction with student loyalty does not have a significant effect, meaning that student satisfaction cannot mediate the influence of school image on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar, the reason because of the perceptions of students from Senior High School 1, Senior High School 2, Senior High School 3, Senior High School 4 and Senior High School 5 in Makassar city, it is still not encouraging friends, family and acquaintances to attend high school 1, high school 2, high school 3, high school 4 and high school 5 in Makassar.

THE EFFECT OF TEACHER PROFESSIONALISM THROUGH STUDENT SATISFACTION ON STUDENT LOYALTY AT SMAN 1, SMAN 2, SMAN 3, SMAN 4 AND SMAN 5 IN MAKASSAR:

The results of the analysis regarding the influence of teacher professionalism through satisfaction with loyalty of students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar, where the magnitude of the indirect influence of teacher professionalism through satisfaction with student loyalty is 0.044 (0.266×0.164). This can be interpreted that the higher the professionalism of a teacher who provides teaching to each student it will provide satisfaction for students so that it affects the loyalty of students in SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.

Then from the results of calculations through the sobel test (attachment 14) obtained a critical ratio of 2,274 and besides that a significant value of 0.022. Because the significant value is $2,274 > 1.96$ and the sig value is $0.022 < 0.05$, so it can be said that teacher professionalism has a significant effect on loyalty through student satisfaction. This can be interpreted that the higher the professionalism of the teacher will affect student satisfaction so that it has an impact on the loyalty of students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.

4. CONCLUSION

Based on the results of the analysis and discussion of the results of the study, several conclusions can be presented as follows:

1. The results of the analysis regarding the influence of service quality on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar, where in this study empirical findings were obtained that the quality of services provided to students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar can mediate a significant influence on increasing student loyalty. So that the research hypothesis is accepted.
2. The results of the analysis of the influence of the school image on the loyalty of students in SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar. Empirical findings found that school images can have a significant / significant effect on increasing student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar. So that the research hypothesis is accepted.
3. The results of the analysis of the influence of teacher professionalism on the loyalty of students at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar. The results of this study obtained empirical findings that teacher professionalism had a meaningful / significant effect on increasing student loyalty in public high schools in the city of Makassar.

4. The results of the analysis concerning the influence of service quality on student loyalty through student satisfaction at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar. The findings of this study found that empirically the quality of services significantly influence student satisfaction. So that it has an impact on student loyalty. So that in this study accept the research hypothesis.

5. The results of the analysis of the influence of the school image on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar. Empirical findings in this study indicate that student satisfaction cannot mediate the influence of school image on student loyalty. So that in this study reject the research hypothesis.

6. The results of research data analysis are the influence of teacher professionalism on student loyalty through student satisfaction. Empirical findings found that teacher professionalism had an effect on student satisfaction so that it had an impact on student loyalty at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar. So that in this study accept the research hypothesis.

5. SUGGESTIONS

The suggestions that can be given in connection with the results of this study are as follows:

1. It is recommended to SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in Makassar to have more trust in the learning process by increasing the professionalism of the teacher in conducting the learning process and besides that is by improving effective learning methods so that they can improve student learning achievement.
2. The need to produce teacher professionalism is by increasing the ability of teachers to fill in the learning process material that will be taught to students.
3. It is recommended that in order to further enhance the learning process that has been carried out so far the need for an improved learning process or developing the competence of teachers who carry out the teaching and learning process in schools.
4. The need to improve the reputation of the school in order to be able to provide a positive school image in the eyes of the community so as to support student loyalty.
5. The need to improve good relations between teachers and students in the learning process in each school at SMAN 1, SMAN 2, SMAN 3, SMAN 4 and SMAN 5 in the city of Makassar.
6. Efforts to increase student loyalty, each teacher should arrange the material taught to students who follow the learning process so that it affects student loyalty.

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