

Original Article

Investigating the Determinants of Students' Trust in Budi Utomo Binjai Vocational, Indonesia

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Citations: Gloria, M.D., Lubis, A.N., & Sembiring, B.K.F., (2023). Investigating the Determinants of Students' Trust in Budi Utomo Binjai Vocational, Indonesia. *Journal of Madani Society*, 2(2), 116-127.

Received: 6 April 2023

Accepted: 22 July 2023

Published: 31 August 2023

Abstract: Educational institutions are organizations that are very important in increasing the competence of people in a country. The products offered by a school are services in the form of learning and guidance that can improve the abilities of its students. Furthermore, to determine the level of school credibility is also very much determined by the level of student satisfaction and trust in the school. This study seeks to examine the effect of service quality aspects on student trust and examine the mediating role of the satisfaction variable on the effect of service quality aspects on student trust. This study uses an explanatory approach with quantitative data types. Determination of samples in this study using the technique of purposive sampling which resulted in 204 students being research respondents. The analysis technique used in this study is SEM with Smart PLS. The results of this study found that Empathy, Responsiveness, Reliability, Assurance and Physical Appearance did not have a significant effect on students' trust. Based on the results of the mediation test it was found that student satisfaction was able to mediate the influence of Empathy, Reliability, Assurance and Physical Appearance on student trust.

Keywords: Student Trust; Student Satisfaction; Administrative Service Quality.



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1. Introduction

Implementation of the education system can be carried out in formal and informal educational institutions, where formal education in Indonesia is divided into two, namely: public schools and private schools. Where based on Government Regulation Number 28 of 1981 it is stated that private schools are schools founded by individuals or groups whose funding is carried out independently. In addition to funding, private schools also develop learning methods that are adapted to the curriculum standards set by the government and the basic values instilled by the school's founders. Where the determination of all these aspects aims to increase student satisfaction because students are consumers in the educational service activities provided by the school (Kaushal & Ali, 2021). School is one type of organization that depends on the level of public trust in the school, where the higher the level of public trust in the school, the higher the desire of prospective students to attend school. Whereas specifically for students, the higher the level of trust, it will encourage an increase in student satisfaction and even increase student loyalty to the school (Ali et al., 2022). In fact,

in several studies it was stated that students who believe in schools will inform good things about the learning system, facilities and teacher competencies.

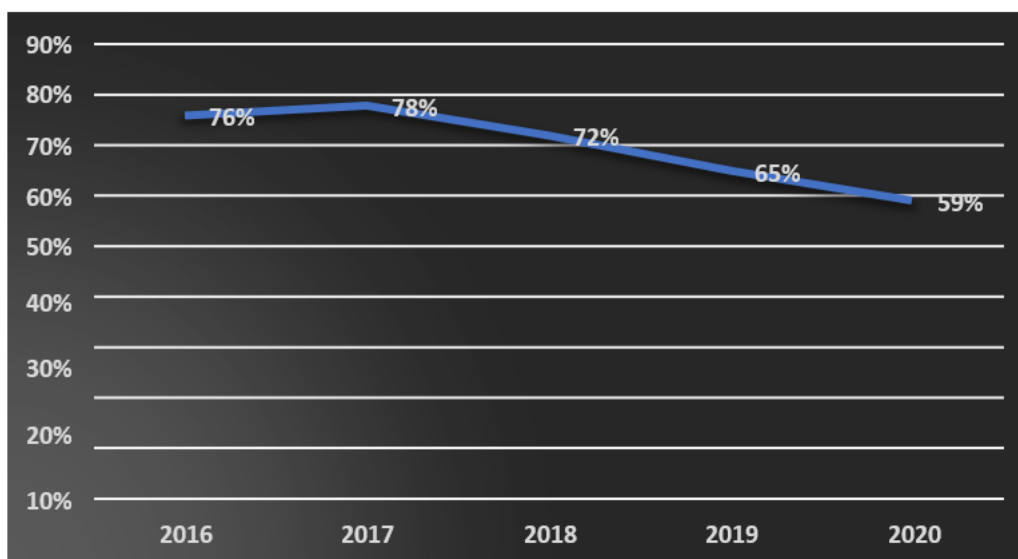


Figure 1. Level of student satisfaction at Budi Utomo Vocational School

Figure 1 shows the level of student satisfaction continues to decline, where the lowest level of student satisfaction occurs in 2020. On the basis of the results of interviews with several students at SMK Budi Utomo Binjai, students are dissatisfied with learning systems that have not been implemented effectively and efficiently. In addition, staff service is the most important part in serving students, parents, and teachers. Employees must have good service, can be trusted without making mistakes, knowledge, courtesy, and good communication.

Table 1. Result of Student Trust Pre-Survey

No	Item	Confident	Not sure	Total
1.	Facilities, teacher abilities, and learning processes are at the best level	16 (53.3%)	14 (46.7%)	30 (100)
2.	The learning process has a positive impact on improving students' abilities	15 (50%)	15 (50%)	30 (100)
3.	Students believe that going to school at SMK Budi Utomo can help them achieve their goals	14 (46.7%)	16 (53.3%)	30 (100)

Table 1 several problems and unfavorable assessments were found from students, where in all indicators of school conditions ranging from facilities to the learning process there were still 14 students or 46.7% of students who were not sure that all the conditions in Budi Utomo Vocational School were the best compared to other schools, especially other SMK in the Binjai City Area, where based on interviews with several students it was found that students felt the learning facilities and systems were aspects that still needed attention. improved and is still relatively low compared to other schools. Furthermore, in the learning process which was considered to make a positive contribution to improving students' abilities, it was found that 15 students or 50% of students felt unsure because they felt the learning system and teaching methods were considered too monotonous and considered inappropriate. Finally, an indicator of student self-confidence at Budi Utomo Vocational School was able to help students achieve their goals, found 16 or 53.3% of students were unsure.

This is because most students consider that the school's conditions (learning system, facilities and teaching abilities of teachers) are not optimal, so students are hesitant to fully depend on the ideals of SMK Budi Utomo, so they attend regularly. various trainings that can improve their abilities (especially the ability to work). The results of the pre-survey showed that the level of self-confidence of Budi Utomo Vocational High School students was not optimal and further research was needed to find out what factors could influence the level of self-confidence of Budi Utomo Vocational High School students. Budi Utomo Binjai Vocational School is a national standard school that was established in 2009 which is located at Jl. Wahidin No.48, Sumber Mulyorejo, East Binjai, Binjai City, North Sumatra 20735, Indonesia. Implementing learning activities at SMK Budi Utomo Binjai is always oriented towards increasing student satisfaction. However, there are still problems related to student satisfaction which can be seen in Figure 1.

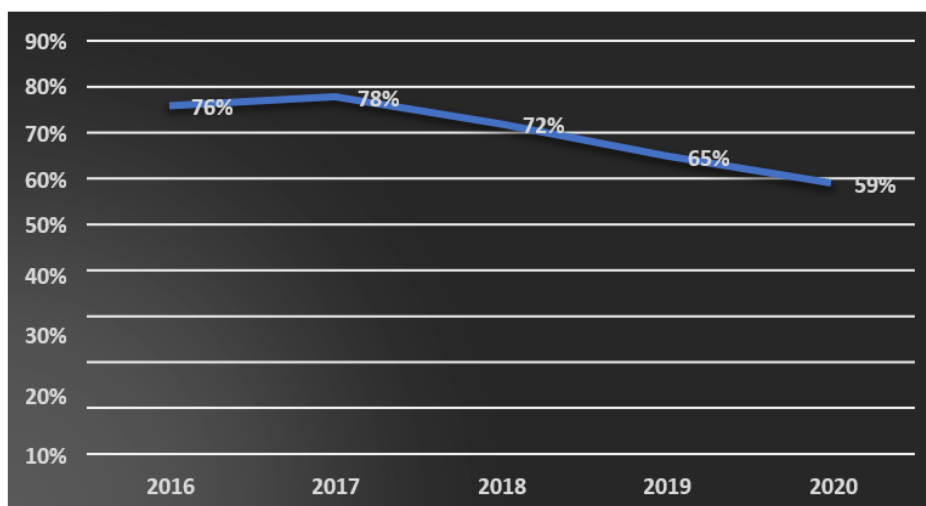


Figure 2. Level of student satisfaction at Budi Utomo Vocational School

Figure 1 shows the level of student satisfaction continues to decline, where the lowest level of student satisfaction occurs in 2020. On the basis of the results of interviews with several students at SMK Budi Utomo Binjai, students are dissatisfied with learning systems that have not been implemented effectively and efficiently. In addition, staff service is the most important part in serving students, parents, and teachers. Employees must have good service, can be trusted without making mistakes, knowledge, courtesy, and good communication.

Table 2. Result of Student Satisfaction Pre-Survey

No	Item	Satisfied	Not sure	Total
1	Have a high enthusiasm for learning	18 (60%)	12 (40%)	30 (100)
2	Active in every teaching and learning process	17 (56.7%)	13 (43.33%)	30 (100)
3	Complete school facilities and as expected	11 (36.67%)	19 (63.33%)	30 (100)
4	Learning system <i>up to date</i>	12 (40%)	18 (60%)	30 (100)
5	Learning system as expected	16 (53.3%)	14 (46.7%)	30 (100)
6	Learning system as desired	18 (60%)	12 (40%)	30 (100)

On the basis of the results of a pre-survey conducted on 30 students at Budi Utomo Vocational School (in Table 2), this study found that there were still students who did not have a high enthusiasm for learning, namely 12 students (40%), where based on the results of interviews it was found that one of the reasons students did not have a high enthusiasm for learning was because they are comfortable with the system. online learning, which provides opportunities for more flexibility in comparing offline learning methods. Furthermore, at the level of student learning activity it was found that there were 13 students (43.3%) who thought they had not been able to be active in the teaching and learning process, where based on the results of interviews it was found that the reason students could not be active in learning activities was because they were still adjusting to the direct or face-to-face learning system. advance. These conditions indicate that there is a problem with the level of student satisfaction with Budi Utomo Vocational High School, where in [Ali et al. \(2022\)](#) found that students who have a high level of satisfaction with their school will tend to give a positive assessment of learning facilities and systems which can be seen from the level of student acceptance of these things.

Finally, on the dimension of various information, it was found that on the indicators of information sharing, good information and recommending schools to others, it was found that there were still relatively many students who did not do this which was driven by student dissatisfaction with the conditions, situation and facilities provided at Budi Utomo Vocational School. Based on the results of the pre-survey conducted on the variable student satisfaction, it was found that there were indications of problems at the level of student satisfaction, so that this condition prompted researchers

to conduct research related to factors that affect students' satisfaction, where in several studies it was found that the factors that influence job satisfaction consist of various dimensions of service quality as follows: reliability, responsiveness, assurance, empathy, and physical appearance (tangible) (Chandra et al., 2018; Quddus & Hudrasyah, 2014). SMK Budi Utomo Binjai has complete facilities and a comfortable learning environment. However, based on the survey results in the field, there is still a shortage of practicum tools and materials as well as books in the library which are still limited, and the book collection process is inadequate. Parents still pay school fees in cash to the school cashier, making some parents feel afraid because they must bring a lot of money to school just to pay for their children's school fees. Furthermore, the teaching staff who teach at Budi Utomo Binjai Vocational School are undergraduate graduates who have several proud achievements. From the results of a survey of 30 vocational students regarding educators in explaining learning material, 17 students stated that educators were less active, 8 students stated that education personnel were active, and 5 students stated that education personnel were very active. Educators need training that can make them more skilled in explaining each learning material, especially when implementing distance learning methods.

2. Literature Review

2.1. Student Satisfaction

Students is a positive attitude of students towards the services of educational institutions because there is a match between the expectations of the services provided and the reality they receive (Along, 2020). Student satisfaction is also considered as the level of one's feelings after comparing the performance or results he feels with his expectations (Chen, 2017). In addition, student satisfaction or dissatisfaction is a comparison of expectations with actual service interaction perceptions. Student satisfaction can also be considered as a state of fulfillment, expectations, and student needs.

2.2. Student Trust

Trust is the belief that someone will get what is expected of others. Trust involves a person's willingness to behave in a certain way because of the belief that his partner will give him what he expects and a hope that someone has in general that the words, promises or statements of other people can be trusted. Trust is also the foundation of a business. A business transaction between two or more parties will occur if each trusts the other. This trust cannot simply be acknowledged by other parties or business partners but must be built from scratch and can be proven (Armstrong et al., 2017). Student trust is consumer knowledge about an object, its attributes, and benefits. Based on this concept, consumer knowledge is closely related to the discussion of attitudes because consumer knowledge is consumer confidence. Student beliefs or student knowledge concerns the belief that a product has various attributes, and the benefits of these various attributes (Al-dweeri et al., 2019).

2.3. Administrative Service Quality

Service is one of the drivers of creating intangible customer satisfaction (intangibility). Because service quality can only be felt (perceived service) and received as expected so that service quality is perceived as good and satisfying. Therefore, whether the quality of service is good or bad depends on the ability of service providers to consistently meet customer expectations. Based on several previous studies, service quality sub-variables were found (Al dweeri et al., 2019; Bamfo et al., 2018; Hossain et al., 2021; Jiewanto et al., 2012) service quality, as follows:

1. Reliability is the ability to be reliable, accurate and consistent in providing services in accordance with consumer expectations.
2. Tangible is Physical appearance means the appearance of physical facilities, equipment, appearance of personnel and reliable communication media is clear evidence of the services provided by service providers.
3. Responsiveness is the willingness to provide services and help consumers immediately.
4. Assurance is Certainty guarantees, namely the knowledge and ability and courtesy of employees in providing services so that they can generate trust and do not cause doubts for customers about services.
5. Empathy is the presence of personal attention to customers, making contact, relationships and communication with customers and efforts to understand the needs and desires of customers.

2.4. Hypothesis and Research Framework

- H1: Reliability has a significant effect on student satisfaction.
 H2: Responsiveness has a significant effect on student satisfaction.
 H3: Assurance has a significant effect on student satisfaction.
 H4: Tangibility has a significant effect on student satisfaction.

- H5: Empathy has a significant effect on student satisfaction.
- H6: Satisfaction has a significant effect on student trust.
- H7: Reliability has a significant effect on student trust through student satisfaction.
- H8: Responsiveness has a significant effect on student trust through student satisfaction.
- H9: Assurance has a significant effect on student trust through student satisfaction.
- H10: Empathy has a significant effect on student trust through student satisfaction.
- H11: Tangibility has a significant effect on student trust through student satisfaction.



Figure 3. Conceptual Framework

3. Materials and Methods

This study uses an explanatory method with a quantitative data approach. The sample in this study was 204 students of SMK Budi Utomo Binjai. Before distributing the survey questionnaire, we conducted personal interviews with students at Budi Utomo Binjai School. The types and sources of data used in this study are Primary data, namely data collected from original sources for a specific purpose (Kuncoro, 2009). In this study, primary data were obtained from the following sources: A list of questions (questionnaires) distributed to respondents. Furthermore, observations of school conditions and learning activities were carried out at school. In this study, the secondary data used was obtained from official documents published through documentation studies. Then data analysis is carried out to ensure that the data obtained is in accordance with the needs. The research analysis is SEM analysis using the Smart PLS version 3.0 application program to process data. Hypothesis testing and data processing used the Smart-PLS (Partial Least Square) analysis tool where data analysis was carried out descriptively. statistics, research instrument feasibility test, classical assumption test, and hypothesis testing by using a comparison of the t table value and the calculated t value at a significance level of 5%.

4. Results

Data processing techniques will be presented at each Partial Least Square test stage using the Smart PLS 3.3.3 statistical tool. The stages in this test start from testing the outer model which consists of testing validity and reliability. Next is the inner model test, which tests the Goodness of Fit (GOF), F-Square, and Path of Coefficient. The last is testing the partial/direct and indirect (mediation) hypotheses.

Table 3. Result of Outer Loading

Item	Responsiveness	Empathy	Assurance	Reliability	Trust	Satisfaction	Tangible
DT1	0.893						
DT2	0.901						
DT3	0.857						
DT4	0.773						
DT5	0.876						
DT6	0.742						
EM1		0.860					

Item	Responsiveness	Empathy	Assurance	Reliability	Trust	Satisfaction	Tangible
EM2		0.860					
EM3		0.729					
EM4		0.824					
EM5		0.863					
JA1			0.811				
JA2			0.775				
JA3			0.748				
JA4			0.843				
JA5			0.847				
JA6			0.786				
KE1				0.952			
KE2				0.945			
KE3				0.765			
KE4				0.949			
KE5				0.948			
KE6				0.772			
KP1					0.841		
KP2					0.848		
KP3					0.745		
KP4					0.645		
KP5					0.755		
KP6					0.823		
KP7					0.756		
KU1						0.782	
KU2						0.734	
KU3						0.838	
KU4						0.893	
KU5						0.728	
KU6						0.871	
TF1							0.920
TF2							0.974
TF3							0.987
TF4							0.991
TF5							0.982
TF6							0.987
TF7							0.985
TF8							0.983

Table 3 captures the result of outer loading. After several instruments were eliminated, it was found that all instrument values fulfilled the validity assumption because the value of all outer loading was greater than 0.50 (Malhotra & Hall, 2015). So, we can conclude that all instruments have met the convergent validity testing standards. Furthermore, in Table 4 below, a cross-loading test is carried out part of the discriminant validity test.

Table 4. Result of Discriminant Validity using Cross Loading

Item	Responsiveness	Empathy	Assurance	Reliability	Trust	Satisfaction	Tangible
DT1	0.893	0.053	0.125	0.108	0.153	0.147	0.077
DT2	0.901	0.093	0.172	0.104	0.165	0.139	0.070
DT3	0.857	0.232	0.113	0.121	0.190	0.184	0.021
DT4	0.773	0.098	0.078	0.145	0.113	0.112	-0.037
DT5	0.876	0.148	0.213	0.034	0.171	0.185	-0.006
DT6	0.742	0.097	0.197	0.114	0.113	0.089	0.066
EM1	0.158	0.860	0.515	0.016	0.600	0.601	0.116
EM2	0.050	0.860	0.411	-0.079	0.482	0.542	0.000

Item	Responsiveness	Empathy	Assurance	Reliability	Trust	Satisfaction	Tangible
EM3	0.066	0.729	0.299	-0.044	0.414	0.489	-0.047
EM4	0.190	0.824	0.409	0.064	0.495	0.496	0.029
EM5	0.151	0.863	0.423	-0.019	0.448	0.494	-0.037
JA1	0.130	0.473	0.811	0.029	0.511	0.501	0.105
JA2	0.137	0.392	0.775	0.051	0.466	0.485	0.051
JA3	0.096	0.491	0.748	0.002	0.405	0.436	0.039
JA4	0.159	0.344	0.843	0.018	0.345	0.321	0.094
JA5	0.183	0.377	0.847	-0.019	0.352	0.350	0.126
JA6	0.163	0.271	0.786	0.058	0.301	0.318	0.093
KE1	0.102	0.018	0.033	0.952	0.180	0.161	-0.041
KE2	0.081	-0.032	0.011	0.945	0.108	0.112	-0.048
KE3	0.118	-0.088	-0.042	0.765	0.043	0.059	-0.022
KE4	0.111	0.010	0.031	0.949	0.167	0.148	-0.056
KE5	0.129	0.000	0.069	0.948	0.143	0.139	-0.035
KE6	0.113	-0.082	-0.007	0.772	0.070	0.054	-0.036
KP1	0.224	0.390	0.344	0.134	0.841	0.664	0.172
KP2	0.216	0.427	0.379	0.162	0.848	0.681	0.138
KP3	0.084	0.443	0.356	0.154	0.745	0.622	0.068
KP4	0.135	0.569	0.514	0.006	0.679	0.597	0.086
KP5	0.074	0.484	0.368	0.096	0.755	0.808	0.091
KP6	0.204	0.433	0.478	0.191	0.823	0.719	0.137
KP7	0.083	0.498	0.371	0.076	0.756	0.627	0.147
KU1	0.190	0.597	0.542	0.119	0.683	0.782	0.070
KU2	0.164	0.519	0.423	0.107	0.651	0.734	0.152
KU3	0.065	0.490	0.364	0.080	0.723	0.838	0.167
KU4	0.124	0.515	0.350	0.108	0.767	0.893	0.117
KU5	0.200	0.443	0.457	0.174	0.821	0.728	0.129
KU6	0.108	0.525	0.381	0.087	0.772	0.871	0.125
TF1	0.080	0.001	0.109	-0.099	0.165	0.130	0.920
TF2	0.009	-0.005	0.047	-0.032	0.126	0.123	0.974
TF3	0.009	0.020	0.099	-0.043	0.149	0.148	0.987
TF4	0.026	0.031	0.103	-0.044	0.160	0.160	0.991
TF5	0.036	0.038	0.116	-0.042	0.158	0.154	0.982
TF6	0.040	0.024	0.093	-0.038	0.147	0.171	0.987
TF7	0.050	0.032	0.117	-0.030	0.158	0.168	0.985
TF8	0.035	0.020	0.114	-0.033	0.148	0.156	0.983

Table 4 shows the result of the cross-loading, it is known that each of the research instruments has a cross loading value that is greater than the comparison value on other variable instruments, so it can be concluded that all instruments have a good level of discriminant validity. After carrying out the cross-loading test, the next testing stage is the Average Variant Extracted test which can be seen in Table 5 below:

Table 5. Result of Convergence Validity using Average Variant Extracted (AVE)

Variable(s)	AVE
Responsiveness	0.710
Empathy	0.687
Assurance	0.644
Reliability	0.797
Trust	0.609
Satisfaction	0.657
Tangible	0.953

Table 5 shows the result of convergence validity using the average variance extracted (AVE). This study indicates that the Average Variance Extracted value is higher than 0.5. So, it can be concluded that all instruments in each variable fulfill the terms and conditions of discriminant validity. After implementing convergent validity and discriminant validity test, the next test is reliability testing, where in this study, reliability testing was carried out with two tests: composite reliability and Cronbach alpha.

Table 6. Result of Construct Reliability using Composite Reliability and Cronbach Alpha

Variable(s)	Cronbach's Alpha	Composite Reliability
Responsiveness	0.918	0.936
Empathy	0.885	0.916
Assurance	0.891	0.915
Reliability	0.952	0.959
Trust	0.892	0.915
Satisfaction	0.894	0.919
Tangible	0.993	0.994

Table 6 displays the result of construct reliability using composite reliability and Cronbach alpha. The result indicates that the composite reliability on each variable higher than 0.60. So that it can be concluded that all instruments in each research variable have met the reliability assumptions in the test composite reliability. Based on the test results in Table 6, the test results are also obtained Cronbach alpha on each variable greater than 0.70. So that it can be concluded that all instruments in each research variable have met the reliability assumptions in the test Cronbach Alpha. Goodness of Fit (GoF) - This test is one of the feasibility tests of the research model, where this test will analyze the level R-square of each pattern of relationship or influence on a research model.

Table 7. Result of Coefficient Determination (R-Square)

Variable(s)	R Square
Trust	0.837
Satisfaction	0.495

Table 7 indicates that the variables of responsiveness, empathy, assurance, reliability, tangible to satisfaction is equal to 0.495 or 49.5%. While the effect of responsiveness, empathy, assurance, reliability, tangible and Satisfaction with student trust is 0.837 or 83.7%. F-Square - This test is one of the research models tests that assess the level of influence of predictor variables on latent variables. Cohen (2013) determined the classification of this test into three levels, namely: low ($0.02 < f < 0.15$), medium or medium ($0.15 < f < 0.35$), and high ($f > 0.35$).

Table 8. Result of Effect Size (f-Square)

Variable(s)	Trust	Satisfaction
Responsiveness	0.002	0.002
Empathy	0.001	0.381
Assurance	0.010	0.083
Reliability	0.004	0.039
Satisfaction	2.347	-
Tangible	0.001	0.031

Table 9. Result of Hypothesis Testing (Direct Effect)

Path Analysis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Decision
Responsiveness -> Trust	0.016	0.478	0.633	Rejected
Responsiveness -> Satisfaction	0.036	0.623	0.534	Rejected
Empathy -> Trust	0.014	0.338	0.736	Rejected
Empathy -> Satisfaction	0.51	7.123	0.000	Accepted
Assurance -> Trust	0.048	1.021	0.308	Rejected

Assurance -> Satisfaction	0.24	3.116	0.002	Accepted
Reliability -> Trust	0.026	0.758	0.449	Rejected
Reliability -> Satisfaction	0.141	2.321	0.021	Accepted
Satisfaction -> Trust	0.87	21.684	0.000	Accepted
Tangible -> Trust	0.015	0.501	0.616	Rejected
Tangible -> Satisfaction	0.125	2.541	0.011	Accepted

Table 9 captures that the responsiveness has no significant effect on satisfaction. The results of this study are consistent with research from [Qian et al. \(2021\)](#) found that responsiveness not significantly affect the level of satisfaction. However, the results of this study are different from research conducted from [Ningrum \(2017\)](#) found that responsiveness influences customer satisfaction. Research [Chandra et al. \(2018\)](#) found that responsiveness influences customer satisfaction. Research by [Hossain et al. \(2021\)](#) found that responsiveness influences customer satisfaction. [Lubis \(2017\)](#) found that responsiveness does not significant effect on Trust. The results of this study are in line with research from [Al-Hashedi & Abkar \(2017\)](#) which found that responsiveness that is not optimal and cannot be implemented properly is unable to influence significantly. But the results of this study are different from the results of research from [Rahhal \(2015\)](#) found that the level of responsiveness given to students was able to increase student confidence.

Also, empathy has a significant influence on Satisfaction. The results of this study are in line with research from [Sulistiyawati \(2015\)](#) which found that empathy influences student satisfaction. [Lubis \(2017\)](#) found that empathy influences student satisfaction. The results of this study are different from the results of research from [Al-Hashedi & Abkar \(2017\)](#) which found that the level of empathy possessed by a teacher or educator who is not optimal is not able to significantly affect satisfaction. Besides that, empathy does not have a significant effect on Trust. The results of this study are consistent with research from [Lee et al. \(2019\)](#) found that the level of empathy possessed by educators was unable to influence trust directly and significantly. These results are different from the results of research from [Esmailpour et al. \(2017\)](#) found that the level of empathy can directly and significantly affect trust.

Assurance has a significant influence on satisfaction. The results of this study are in line with research from Research conducted by [Ningrum \(2017\)](#) to obtain guarantee results that affect customer satisfaction. Research by [Hossain et al. \(2021\)](#) found that guarantees influence customer satisfaction. Research [Chandra et al. \(2018\)](#) found that guarantee results influence customer satisfaction. As well as [Lubis \(2017\)](#) getting guarantee results influences student satisfaction. The results of this study are different from the results of research from [Al-Hashedi & Abkar \(2017\)](#) who found levels of assurance which is not optimal is not able to significantly influence satisfaction. In addition, assurance do not significant effect on trust. The results of this study are consistent with research from [Wu et al. \(2021\)](#) found that the level of assurance that educators have is unable to influence trust directly and significantly. These results are different from the results of research from [Esmailpour et al. \(2017\)](#) found that the level of assurance can directly and significantly affect trust.

Tangible has a significant influence on satisfaction. The results of this study are in line with research from research conducted by [Ningrum \(2017\)](#) to obtain physical evidence that influences customer satisfaction. As well as research by [Lubis \(2017\)](#) to obtain physical evidence that influences satisfaction. The results of this study are different from the results of research by [Esmailpour et al. \(2017\)](#) found that the level of empathy possessed by a teacher or teaching staff that is not optimal is not able to significantly affect satisfaction. Besides that, tangible has no significant effect on trust. The results of this study are consistent with research from [Lee et al. \(2019\)](#) found that the level of physical evidence at school was unable to directly and significantly influence trust. These results are different from the results of research from [Esmailpour et al. \(2017a\)](#) who found that the level of physical evidence can directly and significantly influence trust. Moreover, satisfaction has a significant influence on trust. The results of this study are in line with research from research conducted by [Imanda et al. \(2018\)](#) which shows that there is a positive and significant influence between satisfaction. The results of this study are different from the results of research from [Chen \(2017\)](#) found that the satisfaction of a student who is not optimal is not able to significantly influence trust.

Table 10. Result of Hypothesis Testing (Indirect Effect)

Path Analysis	Original Sample (O)	T Statistics (O/STDEV)	P Values
Responsiveness -> Satisfaction -> Trust	0.032	0.63	0.529
Empathy -> Satisfaction -> Trust	0.444	6.709	0.000
Assurance -> Satisfaction -> Trust	0.209	2.945	0.003
Reliability -> Satisfaction -> Trust	0.123	2.37	0.018
Tangible -> Satisfaction -> Trust	0.109	2.479	0.013

Table 10 displays the result of hypothesis testing (indirect effect). This study found that satisfaction does not mediate the effect of responsiveness on trust. The results show that satisfaction cannot mediate in this pattern of influence. These results are consistent with research from [Kaushal & Ali \(2021\)](#), which found that satisfaction cannot mediate the effect of responsiveness on trust. The results differ from the results of research from [Kim et al. \(2012\)](#) found that satisfaction can mediate the effect of responsiveness on trust. Also, satisfaction mediates the relationship between empathy and trust. The results show that satisfaction mediated in this pattern of influence (full mediator). These results are consistent with research from [Chen \(2017\)](#) found that satisfaction can mediate the effect of empathy on trust. The results are different from the results of research from [Kim et al. \(2012\)](#) found that satisfaction was unable to mediate the effect of empathy on trust. Satisfaction mediates the relationship between reliability and trust. The results show that satisfaction mediated in this pattern of influence (full mediator). These results are consistent with research from [Chen \(2017\)](#) which found that reliability mediates the effect of empathy on trust. The results are different from the results of research from [Kim et al. \(2012\)](#) found that reliability was not able to mediate the effect of reliability on trust.

Satisfaction mediates the relationship between assurance and trust. The results show that satisfaction can act as a mediator in this pattern of influence (full mediator). These results are consistent with research from [Ali et al. \(2022\)](#) who found that satisfaction mediates the effect of assurance on trust. The results are different from the results of research from [Kim et al. \(2012\)](#) found that satisfaction was unable to mediate the effect of assurance on trust. Moreover, satisfaction mediates the relationship between tangible and trust. The results show that satisfaction can act as a mediator in this pattern of influence (full mediator). These results are consistent with research from [Chen \(2017\)](#) which found that satisfaction can mediate the effect of physical evidence on trust. The results are different from the results of research from [Kim et al. \(2012\)](#) who found that satisfaction was unable to mediate the effect of tangible on trust.

5. Conclusions

This research tries to implement the theory of organizational behavior in assessing the level of student confidence and the factors that influence the level of student confidence. Determining the indicators used in this study using indicators used to assess student behavior or not using indicators used to measure the behavior of employees or employees in an organization. The determination of this research in schools resulted in new findings regarding the implementation of service quality and its impact on satisfaction and trust. Creating student satisfaction and trust in schools is something that is not easily realized if schools do not pay attention to every aspect of service quality. In this study it was found that the responsiveness variable still found aspects that had a low response from students, namely related to the proactive level of the school in finding sources of problems that occurred at school. Based on this, it is suggested that teachers and other educators actively identify problems that occur in the student environment and determine preventive steps to avoid escalation of problems, which can be applied during counseling given to all students to tell about problems encountered when carrying out learning activities or things other than learning.

In the empathy variable, it was found that students thought that there were teaching staff who were not yet able to be friendly, so it was suggested to carry out training for all teachers or employees to implement an effective and efficient learning and service system. In the guarantee variable, it was found that there were still students who did not know about school permits and school accreditation, so that all teaching staff were advised to actively socialize the level of school accreditation so as to increase students' confidence in the school. In the reliability variable, it was found that the instrument was at a low level, namely the instrument related to the teacher's mastery of the learning material. So it is suggested to the school to carry out training for all teachers to improve their ability to teach. Besides that, it is also necessary to evaluate the teaching methods carried out by each teacher to students. In the physical appearance variable, it was found that the appearance of some teachers in teaching was considered untidy so that the principal needed to form a team that supervised the appearance of teachers while teaching.

Author Contributions: Conceptualization, M.D.G.; methodology, M.D.G.; software, M.D.G.; validation, A.N.L., and B.K.F.S.; formal analysis, M.D.G.; investigation, M.D.G.; resources, M.D.G.; data curation, A.N.L., and B.K.F.S.; writing—original draft preparation, M.D.G. and A.N.L.; writing—review and editing, M.D.G., A.N.L., and B.K.F.S.; visualization, M.D.G.; supervision, A.N.L., and B.K.F.S.; project administration, A.N.L., and B.K.F.S.; funding acquisition, M.D.G. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement: Not applicable.

Acknowledgments: The authors would like to thank Universitas Sumatera Utara, Medan, Indonesia, for supporting this research and publication. We would also like to thank the reviewers for their constructive comments and suggestions.

Conflicts of Interest: The authors declare no conflict of interest.

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