BRAND AWARENESS AND BRAND IMAGE
OF DECISION MAKING ON UNIVERSITY

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Abstract

Universities are currently facing many challenges as institutions of higher education providers, especially in obtaining numbers of students. The purpose of the study is to examine the effect of brand awareness on brand image, the effect of brand image on perceived value, the effect of perceived value on satisfaction, the effect of brand image on satisfaction, the effect of satisfaction on loyalty. Data collection methods are obtained from 200 samples of students in Jambi (primary data) with an analysis of Structural Equation Model Lisrel 8.80. The findings of this research are four hypothesis take positive and significant effect where Satisfaction has the most effect. However, it did not find any influence of brand image on satisfaction.

Keywords: Brand awareness, brand image, perceived value, satisfaction, loyalty.

Introduction

Nowadays in Indonesia, there is a tendency for the applicant to choose an information technology (IT) university basis since all kinds of occupations or activities are using information technology. Most of them believe that by learning and competence in the information technology (IT) will be able to improve learning and the opportunity to work. Many high school graduate or equivalent who observe, search and select a college or university with information technology basis which according to them are qualify and a favorite. Therefore it is important for the university management to know the background of decisions made by them in selecting universities that are interested. Besides, it is also important for the university to understand the variables that affect their choices and how to increase the loyalty of student in the university.

Previous researchers stated that customers who have a positive image in a certain brand are possible to have a good perceived value of the product or service, it will affects the satisfaction (Clow, Kurtz, Ozment, & Ong, 1997; Alves, 2010; Minkiewicz, Evans, Bridson, & Mavondo, 2011; Kambiz & Safoura, 2014) and encourages in creating loyalty of repeat purchases as a competitive market advantage (Tu, Li, & Chih, 2013). To encourage repeat purchase behaviour of consumers, brand awareness can be considered as a significant contributor and become a force in the minds of consumers (Sasmita & Suki, 2015; Macdonald & Byron, 2000), and become the force that is present in the minds of consumers (Aaker, 1996).

Some researchers have different opinions, that satisfaction alone can not serve as the basis that the customer becomes loyal (Ganiyu, Uche, & Elizabeth, 2012). Satisfaction has no direct effect on loyalty but mediated by other variables (Rojas-Me´ndez, Vasquez-Parraga, Kara, & Cerda-Urrutia, 2009). Jones and Sasser (1995) found that satisfaction and loyalty are not directed correlated, especially in a competitive environment. The analysis shows that to achieve loyalty in a competitive organizations customer satisfaction is necessary. There is a possibility of customers to switch when there is a better alternative. While Oliver (1999) said that satisfaction is an important step in the formation of loyalty, but the relationship is asymmetric, which is affected by other variables.

Referring to the results of previous research, it becomes vital for the university management to understand what the reason in choosing university are. Therefore it becomes important for researchers to determine the variables that have an impact on students in choosing and loyal to the university and continue on to higher education than the university.

At present time the marketing theory with an effective concept in business has been gradually implemented by many university (Hemsley-Brown & Oplatka, 2006) aiming to gain the competitive advantages. Its application more focused to a private university that has a service orientation, since marketing service also applies to higher education. In other words, the fundamental and ideas of marketing can be applied to the university, but the manner is not the same as in the business sector, depending upon the product or service offered, target marketing and marketing activities organizations that exist (Nicolescu, 2009).

The application of an effective marketing mix strategies has an influence in increasing the university brand equity for candidates and can be a signal for the prospective consumers to find information as much as possible. In other words, an effective marketing mix application has an effect of increasing brand equity (Usman, 2011).

Aaker (1996) has been measured and classified brand equity in five categories: loyalty, perceived quality, associations, awareness, and market behaviour. Brand awareness and brand Image are the two institutions important asset and basic dimension (Keller, 1993). The most basic fundamental element of brand awareness is brand name recognition. To provide education service, the name of the institution is Brand. It becomes a challenge in building brand awareness of the brand that is owned by the institution. When students or customers do not have any experience with the education service provider, then there will be no description of the association to assist in the recognition and recall. Attributes and benefits associated with the brand should have its own characteristics, to be able to have differences with competitors (Webster & Keller, 2004).

Brand Awareness and Brand Image

Brand awareness is one of the important factors that affects the behaviour of students in the university as well as alumni continuing education to a higher level. Keller (1993) and East (1997) described that Brand awareness is the ability recognition and recall of a brand and its differentiation from other brands in the field.

To encourage consumer repeat purchase behaviour, brand awareness is significantly contributing (Sasmita & Suki, 2015; Macdonald *et al.*, 2000). Along with brand awareness, consumers associate the brand with a specific product, the aim is to have and be a force created in the mind of the consumer (Aaker, 1996). Previous research found brand awareness has a positive influence toward the brand image. The greater customer awareness towards a brand, it will be easier to create a positive brand image (Hyun & Kim, 2011; Yang & Petersen, 2004). Based on the explanation above, the hypothesis suggested is as follows:

H_1: There is a positive and significant Brand Awareness toward Brand Image.

Brand Image to Perceived Value and Satisfaction

Magid, Anthony, and Dena (2006) declare that brand image is an asset and a liability, which is associated with a brand name and a sign that the assets and liabilities can simultaneously increase or decrease

the value by providing product or service to consumers. Brand images are the response of the customer towards the brand, sign or the perception of belonging to a person towards the brand of product or service (Dichter, 1985; Keller, 1993; Kotler & Armstrong, 2008). In general brand image have the attributes and benefits which associated with a brand that has its own characteristics and to different from competitors (Webster & Keller, 2004). Previous researchers claimed that cutomers who have a positive image towards the brand would have perceived value against that product. Then the brand image will affect directly and significantly to the perceived value (Tu *et al.* 2013; Yang, Chin, Tu, & Peng, 2015). Previous researchers also claimed that the image will positively influence on satisfaction, where influence is direct and significant (Minkiewicz *et al.,* 2011; Tu *et al.* 2013; Kambiz & Safoura, 2014). Alves and Raposo (2010), declared that the image of the university directly affects and significant in the process satisfaction forming. Based on the explanation above, the hypothesis suggested is as follows:

H_2: There is a positive and significant influence on Brand Image toward the Perceived Value.

H_3: There is a significant and positive influence on Brand Image toward the Satisfaction.

Perceived Value and Satisfaction

It has been proven that perceived value is a difficult concept to be defined and measured (Woodruff, 1997). Overall perceived value can be defined Zeithaml, Bitner, and Gremier (2009) that Perceived value is the consumer's overall assessment of the utility of a service base on perception what is received and what is given. Therefore, the value is a trade-off between the components of the most outstanding of which is given in return or the difference between the perceived benefits and costs (McDougall, Gordon & Terrence, 2000) or in other words the consumer perception of *the net benefit* is a return from the costs issued to get the desired benefits (Chen & Alan, 2003). Perceived value is the result of a very important marketing activities (Moliner, 2009). When student has a good perceived value toward an institution, then it will have a positive influence toward students' satisfaction (Clow *et al.,* 1997; Minkiewicz *et al.,* 2011). Previous research stated there was a significant positive relationship between perceived value against satisfaction (Moliner, 2009; Brown & Mazzarol, 2009: Alves & Raposo, 2010). Based on the explanation above, the hypothesis suggested is as follows:

H_4: There is a positive and significant influence of perceived value against the Satisfaction.

Satisfaction and Loyalty

Higher education as a service industry aware of it, that placing greater emphasis on fulfillment students' expectations and demands (Elliot & Shin, 2002). Kotler & Keller (2012) said that satisfaction as a person's feeling of pleasure or disappointment resulting from comparing a product's perceived performance (or outcome) to expectations. According to Helgesen and Nesset, 2007, when the perception of the performance is less than expected then the customer is not satisfied, whereas when the perception of the performance same as expectation then the customer is satisfied and when the perception of the performance more than expectation, the customer will be very satisfied or delighted. Therefore satisfaction is considered as a summary assessment of psychological or subjective summary is based on the customer experience compared to expectations (Helgesen & Nesset, 2007).

Satisfaction has an influence on repurchase intention and behavior, which will lead to increased revenues and the future of the institution and become an important booster for loyalty and business success (Oliver, 1997). A previous study using regression analysis, which shows the relationship between satisfaction and loyalty is very significant (Gronholdt, Martensen, & Kristensen, 2000) and student satisfaction has the highest level of association with student loyalty (Helgesen & Nesset, 2007). Chang, Wang, and Yang (2009) agreed that customer satisfaction is positively related to customer loyalty, Yang *et al.* (2015) stated that parental satisfaction has a positive influence on the loyalty of parents in children English school. Consumer loyalty is an important key to the success of the organization and profit (Oliver, 1997). Loyalty to the institution has become an increasingly important marketing concept, where the institution has seen the customer as their assets.

Oliver (1997) define loyalty as a deeply held commitment to rebuy or patronise a preferred product/service consistently in the future, there by causing repetitive same-brand or same brand-set purchasing, despite situational influences and marketing efforts having the potential to cause switching behaviour. Customer loyalty is positioning into two categories, long term and short term relationship. Long term relationship is more valid, whereas in the short term, there is a possibilitiy of customers will switch if and when there are better alternatives (Jones & Sasser, 1995). According to Oliver (2010), there are

four phases or stages of loyalty elaborated (The Phases of Loyalty Elaborated), there are:

1. Cognitive Loyalty
   The first phase is a brand attribute information provided to consumers show one brand is better than another. This stage is referred to cognitive loyalty or loyalty based on trust in the brand.
2. Effective Loyalty
   The second phase is the development of loyalty, a desire or attitude toward the brand was developed based on the satisfaction of cumulative usage.
3. Conative Loyalty
   The third phases are influenced by an episode of repetition as a positive effect on the brand. Connective (behavioral intention) loyalty is a loyalty stating that there is a strong commitment to repurchased existing at the beginning.
4. Action Loyalty
   The fourth phase is the conversion of intentions into action, also called action control.

Connective loyalty is focused on the brand performance, effective loyalty is directed to a strong brand or preferred. Connective loyalty is described in the existing social commitments on the consumer to repurchase a brand and action loyalty is a commitment to make a purchase. Empirical studies found that loyalty has a strong positive impact on the company profitability. Researchers and marketers also believe that the formation of loyalty is very important to the success of an institution or company, it also has become an antecedennt key of loyalty to the institution or company (Hyun & Kim, 2011). Based on the above explanation accordingly created a hypothesis as follows:

H_5: There is a positive and significant impact Satisfaction to Loyalty.

The description of the relationship between these variables can be seen on five hypothesis, which Illustrated into a research model as shown in the Picture 1.
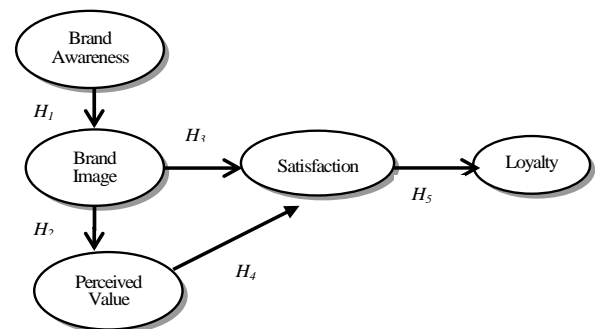
Picture 1. Research model

Research Methods

This research is quantitative research, to test the hypothesis (hypothesis testing), with the aim of seeing which affects and is affected relations between latent variables studied. This study used a cross-sectional dimension, research setting is a field study, the level of interference is correlative with the unit of analysis is a student. The Method of this research is perception/opinion of the research object. In this case, the student STIKOM Dinamika Bangsa Jambi. A questionnaire using likert scale was developed as a research instrument. Likert scale used in this study since this scale request respondents to indicate the level of approval or disapproval to a series of statements about an object. This scale was developed by Rensis likert and it has seven categories or measurements, from strongly disagree to strongly agree. The type of data in this study is the data subject (self-report data), the data was obtained directly from the source (primary data) that is the students of STIKOM Dinamika Bangsa Jambi.

Population refers to the entire group of people, events or objects of interest to researchers for study (Sekaran & Bougie, 2011). Samples are part of the population, consist of several elected members of the population. In other words, some of the elements is a population sample (Sekaran & Bougie, 2011). Member sample was taken from the population, using three program study, there are Information System, Informatics Engineering dan Computer System as a sub-population. In this case, the selection of samples of the population used the technique of proportional random sampling (Sugiyono, 2009). The total of questionnaire spread from 15 up to 17 September 2016 is 235. The rate of return is 100%. The Incomplete questionnaire is 25. The questionnaires processed is 85.1% equal to 200, it consists of Information System program 89 people, Information Enginneering program 103 people and Computer System program five people. In accordance with the ratio of the number of students in each program. According to Hair, Black, Babin, & Anderson (2010), a minimum sample size of 100 for the model consist of ≤ five constructs, each construct with more than three items (observed variables), and with communities items that are high (0.6 or more). In this research obtained a sample of 200, it can be said to more meaningful.

Testing the hypothesis in this study are as follows: Hypothesis 1 to 5 was tested using Structural Equation Modeling (SEM) based on covariance. Covariance is one of the multivariant techniques that examine a series of the dependency relationship between variables. It used when a dependent variable becomes the independent variables in a subsequent dependency relationship. This research is using Lisrel 8.80.

The Operational variable definition is intended to clarify the variables to be studied, where the subject matter of this study is:

1. Brand Awareness
   Measured with instruments adopted from a combination of Lehmann, Keller, and Farley (2008), Yoo and Donthu (2001), Shah (2012), Tong and Hawley (2009), Christodoulides, Cadogan, and Veloutsou (2015), Davis, Golicic, and Marguardt (2009), Sasmita and Suki (2015) covers four items, which consist of: In general aware of the brand (BA1), notice/recognize one institution compared to other institutions (BA2), the institution is a leading brand (BA3), and quickly recall the symbol or logo of the institution (BA4)

2. Brand Image
   Measured with instrument adopted from combination of Sasmita and Suki (2015), consist of well known and well established institutions (B11), the institution has a good image and trustworthy (B12) and the image of the institution have differences with other institutions (B13)

3. Perceived Value
   Measured with instrument adopted from Alves (2010), which consist of four items: knowledge obtained could assist to get the job done (PV1), investment made in accordance with the education quality (PV2), comparison with other institutions regarding the quality of education services (PV3), satisfied with the decision of choosing an institution (PV4)

4. Satisfaction
   Measured with instrument adopted from the combination dimension of Martensen, Grønholdt, Eskildsen, and Kristensen (1999), Palacio, Meneses, and Pe´rez (2002), and Hasan, Ilias, Rahman, and Razak (2008). It consists of four dimensions: fulfillment of expectations (S1), the comparison with educational institutions (S2), the decision to join (S3) and overall satisfaction (S4).

5. Loyalty
   Measured with an instrument developed from combination dimension of Bloemer, Ruyter, and Wetzels (1998), Martensen *et al.* (1999), and Nguyen and LeBlanc (2001), it consisting of desire to go back to the same university to continuing education (L1), recommended a university to colleagues (L2), and mentioned positive things about the university to colleagues (L3)

Result and Discussion

The results of data analysis using the method of structural equation models and use the tool processing software application LISREL 8.80, achieve summary as follows.

An Evaluation or analysis of the measurement model aims to learn the validity and the relialibility of the measurement model. The variable that is being observed may have a good validity to the latent variable, if:

- The value of $t \geq 1.98$. 1.98 is a critical value with the level of significance $\alpha = 0.05$ (Hair *et al.* 1998)
- The value of SLF (standardized factor loadings) $\geq$ 0.70 (Rigdon & Ferguson, 1991) or SLF $\geq$ 0.50 (Igbaria, Zinatelli, Cragg, & Cavaye, 1997).

The value of t and SLF can be seen on Table 1. All value of $t \geq 1.98$ and all value of SLF ≥ 0.50. The conclusion is the validity of all the manifest variables toward laten variable is good.

Hair *et al.* (1998) said that a latent variable has a good reliability if the Construct Realiability value (*CR*) $\geq$ 0.70 and Variance extracted (*VE*) $\geq$ 0.50. From Table 1 all value obtained $CR \geq 0.70$ and all value $VE \geq 0.50$. It can be concluded that the reliability of measurement model (latent variable) is good. It can be continued on the next analysis.

The Test of Entire Model Suitability

The Size of the suitable model is shown in Table 2. The aim of the overall suitability test of the model is to evaluate in general level regarding the suitability or Goodness of Fit (*GOF*) between data and model. Based on Table 2, the majority of the index matches the model index has earned a good model match (good fit), such as *RMSEA, NFI, NNFI, CFI, IFI, RFI, CN* and *Standardized RMR*. The index that matches the other two models (*GFI* and *AGFT*) is below a good suitability measurement but were still within the scope of the suitability near good (marginal fit). The marginal fit is a condition of measurement suitability model under the absolute fit size criteria, as well as incremental fit, but still can be forwarded for further analysis, since it is close to the size criteria of a good fit (Hair *et al.*, 1998). Therefore it can still be forwarded on the next analysis.

The Suitability Test of Structural Model

The calculation in Table 2 would proceed with suitability test of the structural model on the model of endogenous or exogenous (Picture 2). This test aims to find out causal relationship or the effect of one latent variable against another latent variable and the indicator power of each latent variable (constructs).

Table 1
The Result of Validity Test and Reability Measurement Model

Measurement Model		Standardized Loading Factor (SLF) ≥ 0.50	Standard Error (SE)	Value of t count >2)	Conclusion Validity	Reliability	
Laten Variable	Var. Manifes					CR≥0.70	VE≥0.50
Brand Awareness (BA)	BA1	0.57	0.68	9.08	Good	0.80	0.51
	BA2	0.68	0.53	11.77	Good		
	BA3	0.79	0.37	14.84	Good		
	BA4	0.79	0.37	19.35	Good		
Brand Image (BI)	BI1	0.84	0.29	**	Good	0.90	0.74
	BI2	0.90	0.19	21.82	Good		
	BI3	0.84	0.30	19.38	Good		
Perceived Value (PV)	PV1	0.86	0.26	**	Good	0.94	0.80
	PV2	0.93	0.14	27.6	Good		
	PV3	0.88	0.22	24.71	Good		
	PV4	0.90	0.18	25.07	Good		
Satisfaction (S)	S1	0.91	0.18	**	Good	0.95	0.82
	S2	0.93	0.14	42.76	Good		
	S3	0.90	0.19	30.19	Good		
	S4	0.89	0.21	27.34	Good		
Loyalty(L)	L1	0.88	0.22	**	Good	0.91	0.78
	L2	0.92	0.16	34.95	Good		
	L3	0.84	0.29	19.83	Good		

Note: ** Default set by software Lisrel, the value of *t-value* not being estimated

Table 2
The Test Result of Entire Model Suitability

Indicator *GOF*	Expected Value	Estimation Result	Conclusion
RMSEA	*RMSEA* ≤0.08	*RMSEA* = 0.034	good fit
p-value for close fit	ᵱ ≥ 0.50	ᵱ = 0.95	
NFI	*NFI* ≥ 0.90	*NFI* = 0.99	good fit
NNFI	*NNFI* ≥ 0.90	*NNFI* = 1.00	good fit
CFI	*CFI* ≥ 0.90	*CFI* = 1.00	good fit
IFI	*IFI* ≥ 0.90	*IFI* = 1.00	good fit
RFI	*RFI* ≥ 0.90	*RFI* = 0.98	good fit
CN	*CN* ≥ 200	*CN* = 214.08	good fit
Standardized RMR	*Standardized RMR* ≤ 0.05	*Standardized RMR* = 0.039	good fit
GFI	*GFI* ≥ 0.90 (good fit)	*GFI* = 0.81	Marginal fit (Near good)
	Atau $0.8 ≤ GFI ≤ 0.9$ (marginal fit)		
AGFI	*AGFI* ≥ 0.90	*AGFI* = 0.75	Less good

Chi-Square=159.16, df=130, P-value=0.04188, RMSEA=0.034
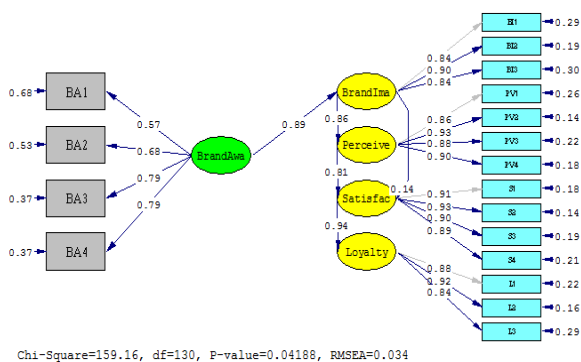
Picture 2. Path diagram: basic model – standardized solution

Tabel 3.
The Evaluation Result of the Structural Model

Hypo thesis	Path	*t-value*	Coeficient Value	Conclusion
H_1	Brand Awareness → Brand Image	15.41	0.89	Significant (Hypothesis 1 received)
H_2	Brand Image → Perceived Value	18.38	0.86	Significant (Hypothesis 2 received)
H_3	Brand Image → Satisfaction	1.17	0.14	Not Significant (Hypothesis 3 refused)
H_4	Perceived Value → Satisfaction	6.31	0.81	Significant (Hypothesis 4 received)
H_5	Satisfaction → Loyalty	20.15	0.94	Significant (Hypothesis 5 received)

The influence of Brand Awareness against The Brand Image

From Table 3 it can be seen the value of *t*=15.41 with the level of significance $\alpha = 0.05$ and the value of coefficient = 0.89. Therefore the first hypothesis

(H_1) brand awareness has a positive and significant effect toward the brand image, accepted. This indicates that the higher the brand awareness of the student to an institution or university then the brand image of the institution will be increased. This is similar to previous research held by Yang *et al.* (2015), brand awareness can improve the brand image of children's English school in Taiwan, where brand awareness is an important antecedent variables from the brand image. The result of this research strengthen the finding of Hyun & Kim (2011) who says that there is a positive relationship between brand awareness and brand image of the restaurant, where brand awareness is the antecedent of a favourable brand image, the greater the awareness of a brand to a customer, the easier it is to create a positive brand image.

The result of this research indicates that in education especially at University in the city of Jambi, students already have brand awareness at a university. They are aware that the brand of a university is different from other universities. Students also care about how a university is greater than to others and become a leading brand, they also care about the logo or symbol of a university as an emblem of a good university in their perception. Students are care with a brand of a university, therefore in selecting a university there is a possibility brand will be the primary consideration. Awareness this brand also affects the image of the university in Jambi. This proves that the level of awareness of students against the brand will have impact significantly to the image of the university itself.

The influence of Brand Image Toward The Perceived Value

From Table 3 it can be seen that the value of *t* = 18.38 with the level of significance α= 0.05 and the

coefficient value = 086. The second hypothesis (H_2) brand image is positive and has a significant effect toward the perceived value acceptable. This indicates that the higher the brand image of an institution then the perceived value of students toward these institutions will be increased. Refer to the previous research agreed with Kho and Andreani (2014), stating the brand image has a positive influence and significant toward the perceived value of tour leader. As well as Yang *et al.* (2015) found that the higher the brand image of English Schools in Taiwan, the perceived value felt by parents who children attended school in English Schools become higher. It is also consistent with the research held by Tu *et al.* (2013) who says that brand image affects directly and significantly to the perceived value of customers of shoes industrial in Taiwan.

Students who signed up, and then follow the lessons and becoming part of the academic activities at a university campus, in particular, will have personal experience with the campus service. The experience will shape their perception either positive or negative on the campus. The perception will be realized from the brand image of a university. Students will have a positive perception of the university A and can have a negative perception of the university B.

Referring to the result of the research, students who have a positive perception on their university because of the feeling will be given knowledge that is beneficial to them. They sure have chosen the correct university and believe that the investments made by selecting the appropriate sign into the university is correct and in the future will help to get a good job. Therefore it can be concluded that with a positive perception, students will feel that they have gained the desired value by selecting a certain university.

The Influence of Brand Image toward Satisfaction

From Table 3 it can be seen the value of $t = 1.17$ with the level of significance $\alpha = 0.05$ and the value of coefficient = 0.14. Therefore the third hypothesis (H_3) is brand image has a positive influence and significant toward satisfaction is rejected. When Brand image passed or mediated by perceived value will have an effect on satisfaction. It is indentified that the positive image of an institution will not increase student satisfaction toward the university. The third hypothesis (H_3) does not agree with previous research which stated that there was a significant relationship between brand image and satisfaction at the consumer of hygiene products (Kambiz & Safoura, 2014), and Tu *et al.* (2013) stating that the brand image of a

company directly impact and significantly toward the shoe industry satisfaction in Taiwan. This research does not agrees with Alves and Raposo (2010) which concluded that image of the university has a direct impact and significant influence in the formation process of satisfaction and Minkiewicz *et al.* (2011) stated that a company image has a significant positive correlation with customer satisfaction.

This research result is quite interesting, most of the researchers stated that the brand image has an impact toward customer satisfaction level, meanwhile in this research is different, and because it does not find a significant relationship between brand image and the consumer satisfaction (in this case is the student). The brand image refers to the image in the student perception. The Image can be positive or negative. In this research, students have a positive image perception of a good university, but it does not mean they are satisfied with the existing academic services. Students do not consider the positive image of universities in terms of the academic service, they have other satisfaction parameters to the university. One of the satisfaction gained by the students is when they get the value from the university.

The Effect of Perceived Value toward Satisfaction

From Table 3 it can be seen the value of $t = 6.31$ with the level of significance $\alpha = 0.05$ and the value of coefficient = 0.81. The fourth hypothesis (H_4) perceived value has a positive and significant effect on the satisfaction accepted. This indicates that the higher perceived value gained by them, then the higher also satisfaction that will be given by students. Refer to the previous research, agreed with Monliner (2009) which states that hospital perceived value affects patient satisfaction. This research also consistent with Brown and Mazzarol (2009), which states that there is a very strong positive perceived value toward student satisfaction in several universities in Australia. Alves and Raposo (2010) also concluded that the perceived value has a positive and significant effect on student satisfaction in Portuguese universities.

This can be explained that the sudents who feel they receive value from the university where they receive academic service in the form of knowledge will feel that their expectation has been met, it will make the students feel satisfied with the service quality provided. A student who feels getting a quality academic service will also feel that they have been properly invested the money to get in the university and the knowledge obtained could help them to get jobs, and ultimately lead to a sense of satisfaction gained by the student.

The Effect of Satisfaction toward Loyalty

From Table 3 it can be seen the value of $t = 20.15$ with the level of significance $\alpha = 0.05$ and the coefficient value = 0.94. The fith hypothesis (H_5) has a positive and significant effect toward loyalty accepted. This indicates that increasing of student satisfaction also increase the student loyalty to the institution. Students will have a strong attitude toward institution and will last until graduation, then continue into higher education. Agree with previous research which stating that regression analysis showed that the relationship between satisfaction and loyalty is very significant (Gronholdt *et al.,* 2000). Also consistent with Helgesen and Nesset (2007), that student satisfaction has the highest level of association with student loyalty, which has three times larger than the image of the university. Chang *et al.* (2009) agreed that customer satisfaction is the antecedent variables of customer loyalty and satisfaction, parents also has a positive effect on the loyalty in children English school (Yang *et al.,* 2015).

When the students as the customer were satisfied because their expectation has been met by choosing the university that is adequate and in line with expectations, then satisfaction will arise on the choice. Satisfaction will encourage students in the future to continue higher education in the same college. Other than that, the students who are satisfied would recommend their college to other prospective students. Overall satisfied students would spread positive information to the public regarding the university.

Conclusions and Implicaitions

Out of five analyzed hypotheses, only one rejected, that is the brand image toward satisfaction. When is mediated by the perceived value then the influence of the brand image against the satisfaction become positive and significant, brand awareness will increasing brand image, meanwhile student who has a positive image (brand image) of a university would have a good perceived value toward products or services of the university, that matter will increase the satisfaction and implies an increase in loyalty of student. Therefore all variables tested, strongly influenced the student in making decision in selecting a university, things that need to be addressed by the institution.

Practical Implications

University Satisfaction has the greatest value. Some of the things that should be a major concern for Private Universities to do strategies or practical action, that is: Give a good impression on the students of the university to the existence in producting graduates. The quality of the graduates became a major concern, as it will be a recommendation for students and prospective students. The university must still maintain a relationship and cooperation with alumi through the alumni association. By continue to follow the development of the alumni, then it would have obtained information about of all achievements which have been achieved by alumni, this can serve as testemoni for students about university graduates who are qualified; Create an interesting website, in collaboration with other school to provide seminars, workshop and public services, these will make public and students quickly aware about the name, symbol or logo of the institution. It can increased brand awarenss; Generate a sense of satisfied and happy student at the decision of choosing a university and consider these institutions is the best tools to gain knowledge for their future. Maintain and improve the satisfaction of students became the main concern of the university as a provider, it can be done with attention to education and infrastructure facilities to provide convenience for students in the learning process, the attention of the lecturers/administrator on each of the problems faced by students, quick respons on every complaints, lecturer reliable, professional and competent in teaching in the subjects taught, as well as warranties on students that university is legal, accredited and secure; Make efforts in order to make students want to recommend to friends or colleague that institution or university they entered is the best provider. Therefore, university must continue to make an effort to provide the best to the students, in order to make a positive impression of the university may be accepted by students, for example provides convenience to students in learning process (mentoring, scientific discussion, symposium, etc), doing joint research between lecturers and students which later can be used by student as a final project, establish ethical familiarity between academia civitas with students by treating students as learning partners, and transmit student talent in arts creative, sports, etc.

The Theoretical Implications

The finding in this research is the brand awareness have a positive and significant impact on the brand image. This indicates that the influence not only on the products in the form of goods or services such as restaurant or courses, but it also on private university institutions that possibly has never been examined. The result of this research also obtained a

positive brand image does not have a positive influence nor significantly to satisfaction of the private university, but its mediation by the perceived value. Therefore it can be indicated that distinct influences with other sectors such as in the form of goods or services, as has been mentioned in previous research. Both findings can enrich the theory of service management and marketing. It also opens the way for a new marketing strategy by education institutions having regards to those variables in increasing the number of students and make them stay (retention) until graduation and move on to a higher level.

Limitations

This research was conducted with only five variables. The next researchers can do research by examining other variables that can affect decision making at a university such as Perceived Quality, Commitment dan Trust.

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