# MANAGING HIGHER EDUCATION: ENHANCING STUDENT LOYALTY IN A CAREER-FOCUSED ERA

## Zainul M., Maskur [*]

**Abstract:** This study examines the critical shift in higher education, from knowledge creation to career preparation, and its implications for universities. This study introduce the use of contemporary measurement the Higher Education PERFormance (HEdPERF). The study involved 600 students of Faculty and Economics. This research contribute to Southeast Asian study by demonstrating service quality's positive and significant influence on perceived value and student loyalty employing HEdPERF scale. Our findings reveal a direct relationship between service quality and perceived value, suggesting a strategic pathway for universities to enhance student experience. This aligns perfectly with the growing need for a service-centric approach, a managerial imperative for achieving regional prominence. Furthermore, prioritising service quality improvements identified by HEdPERF scale, fosters a stronger value proposition for students. This translates into investments in faculty development, well-equipped facilities, and robust student feedback mechanisms.

**Key words:** Perceived service quality, HEdPERF, perceived value, loyalty, Managing HEI

## Introduction

Despite decades of research, ensuring high perceived service quality (SQ) in Higher Education Institutions (HEIs) remains a significant challenge (Bao et al., 2024; Iskandar et al., 2024; Iqbal et al., 2023). This enduring focus stems from the well-documented impact of SQ on key institutional outcomes, including student satisfaction, loyalty, retention, learning outcomes, and ultimately, organisational image and sustainability (Burgess et al., 2018; Peña-Lang et al., 2022). The dynamic and contextual nature of service quality in HE contributes to this ongoing challenge (Wider et al., 2024; Titko et al., 2023; Boboc et al., 2022; Zaharia et al., 2022; Delibasic et al., 2022).

A critical limitation in existing research is the direct application of models and frameworks developed for commercial enterprises to HEIs (Fajčíková, and Urbancová, 2019). These for-profit models often need to consider the unique mission, objectives, and strategic context of HEIs. Unlike businesses that maximise

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profit, HEIs prioritise knowledge creation, dissemination, and student development (Hmoud et al., 2023; Voda et al., 2022). Resource allocation and stakeholder priorities differ significantly between the two sectors (Heaton et al., 2022). This gap hinders university administrators from fully leveraging service quality research to enhance student satisfaction, loyalty, and institutional success.

Further complicating the issue is the need for a universally accepted set of service quality dimensions and the dynamic nature of student expectations (Khatri et al., 2024). As a result, the question "What does HEI service quality mean to students?" has emerged as a critical factor in developing effective service strategies (Sharma et al., 2024). Thus, understanding student perceptions allows universities to tailor their offerings and ensure a high-quality educational experience (Abdimomynova et al., 2021; Khalid eta al. 2023).

Contemporary higher education operates within a dynamic landscape characterised by increasing commercial competition due to expanding global education markets (Zamrudi et al., 2024; Pudryk et al., 2023) and reduced government funding (Liu et al., 2024). Consequently, universities face the dual challenge of meeting societal needs for skilled graduates while concurrently ensuring a positive student experience (Kopackova et al., 2024). This shift in focus necessitates reevaluating traditional university management practices, which previously emphasised academic standards, accreditation, and teaching/research performance indicators (Al Mahameed et al., 2023). However, the contemporary landscape demands a more holistic approach to integrating student perspectives into institutional processes.

Universities in Indonesia face a particular challenge in this evolving landscape. The recent Times Higher Education (THE) Asia University Rankings 2023 showcase a notable trend: the lack of Indonesian universities within the top 110 institutions from ASEAN countries (Asia University Rankings 2023, 2023). Despite Indonesia's large population and established higher education system, this absence warrants closer examination. A service quality approach that emphasises the involvement of the entire university ecosystem can address this disparity and propel universities towards excellence (Iqbal et al., 2023). This method requires a commitment from all staff, from faculty to administrative personnel, to contribute to delivering a superior student experience. Elevating HEI service quality fosters the development of a highly skilled workforce, a critical driver of national productivity and economic growth (Zamrudi et al., 2023; Thirakulwanich et al. 2020).

The majority of quality research conducted in Indonesia on higher education focuses on the macro-level, studying the entire Indonesian higher education system (e.g., Budiharso and Tarman, 2020; Candra and Jeselin, 2022; Zamrudi et al., 2023). Fewer studies have examined quality at the micro or institutional level within Indonesian higher education (e.g., Darawong and Widayati, 2021; Saputri et al., 2022; Riady et al., 2023). This current research contributes to the gap by focusing on the institutional level. It explores the service quality (SQ) dimensions in Indonesian higher education and its determinants at a specific university.

The evolving landscape of higher education demands a focus on student needs and satisfaction, as these factors directly impact the quality of graduates entering the workforce (Hoque et al., 2023). This paper aims to empirically investigate the relationships between student perceptions of service quality, customer-perceived value, and student satisfaction in Indonesian private universities. By focusing on these factors, the study seeks to provide actionable insights for universities to improve service quality and ultimately contribute to a more skilled workforce and a flourishing Indonesian economy.

## Literature Review

Service quality relates to customers' comparison between their expectations and perceptions of service experience (Ahmed et al., 2022). While this definition applies broadly, service quality in Higher Education (HE) can be evaluated from the perspectives of different stakeholders involved, such as students, faculty, staff members, and even governments (Iqbal et al., 2023). However, Amzat et al. (2023), argue that students hold the primary customer position in HE. Therefore, assessing service quality from the student's perspective is particularly important. Following this logic and aligning with the general definition, Seo and Um (2022) define service quality in HE specifically as the difference between what a student expects to receive and their perceptions of the actual delivery of educational services.

The SERVQUAL model is a well-known theoretical underlining the measures of service quality across many industries, including higher education (Wider et al., 2024). However, a more specific model might be better suited for universities. A concept called as Higher Education PERFormance (HEdPERF), developed by Abdullah (2006), addresses this need. HEdPERF's strength lies in its focus on dimensions crucial to student evaluation of HE institutions. These include academic aspects (faculty staff), non-academic aspects (administrative staff), reputation, and programs. HEdPERF's suitability for the Indonesian context extends beyond its tailored dimensions. The growing emphasis on student-centricity in Indonesian HE aligns perfectly with HEdPERF's focus on student expectations and perceptions. Furthermore, as an Asian-developed model, HEdPERF reflects cultural nuances that resonate better with Indonesian students than Western models.

Traditional marketing perspectives often define value based on the economic worth of tangible outcomes (Tapaninaho and Heikkinen, 2022). While such views have limitations, effective higher education institutions prioritise a more nuanced understanding of student value perception (Zainul et al., 2022). Customer-perceived value goes beyond mere educational delivery. It reflects a student's holistic assessment of the experience, balancing perceived benefits against incurred costs (Zainul et al., 2022; Burgess et al., 2018). This multi-dimensional approach is crucial in higher education, where value perception is not just about in-class teaching (Zainul et al., 2022) but encompasses a broader picture. It is an overall judgment based on perceived benefits across various touchpoints, not just instruction.

To provide a study sample from a Western point of view, we can look at a research study conducted by the National Survey of Student Engagement in the United States. The NSSE study aimed to examine the relationship between student engagement and educational outcomes in higher education institutions. The findings of the NSSE study revealed that there is a strong correlation between student engagement and educational outcomes (Kuh, 2019). Higher levels of student engagement, including involvement in academic activities, interactions with faculty, and participation in campus activities, were associated with positive educational outcomes such as critical thinking skills, communication skills, and overall satisfaction with the college experience (Hannon, 2014).

Furthermore, the study found that student loyalty to the university is closely linked to their perceived value. Students who perceive a high value from their university experience are more likely to exhibit loyalty to the institution, including factors such as continued enrollment, positive word-of-mouth promotion, and active participation in university events and activities (Hennig-Thurau et al., 2001).

In a similar study conducted in the European Union, researchers aimed to explore the impact of university performance on student satisfaction and loyalty. The study analyzed data from various EU member countries and found that universities with higher performance indicators, such as research output, international collaborations, and student support services, were associated with higher levels of student satisfaction and loyalty (Fajčíková and Urbancová, 2019). For example, a study conducted by the European University Association examined the relationship between university research funding and student satisfaction in several UK revealed that universities with higher research funding levels tended to provide more opportunities for student involvement in research projects, leading to greater satisfaction and loyalty among students (Burgess et al., 2018).

Understanding student satisfaction is crucial, as research consistently demonstrates a positive link between satisfaction and key customer behaviours relevant to universities in Indonesia (Zamrudi and Yulianti, 2020). Satisfied students are likelier to exhibit loyalty, such as re-enrolling for further programs or enthusiastically recommending the university to others (Ong et al., 2023; Nguyen and Ha, 2023). In light of these potential benefits, this study specifically examines the influence of university service quality on students' post-graduation intentions, focusing on repurchase intention (i.e., enrolling for further programs).

Cultivating student loyalty is a strategic priority for higher education institutions (Amzat et al., 2023). Mittal and Jung's (2024) definition underscores loyalty as a deep commitment to re-enrol, even amidst alternatives. As Panggabean and Yugipuspito (2023) suggest, this commitment is crucial for repeat enrollment and ongoing engagement. The understanding of student loyalty has evolved beyond focusing on repurchase intention. It is now recognised as a multi-dimensional construct with significant implications for institutional management (Tandilashvili et al., 2023).

Repurchase intention presents a significant competitive advantage for higher education institutions. Retaining existing students is demonstrably more cost-effective than attracting new ones. Furthermore, loyal students often translate into ongoing sources of value for the institution. Positive word-of-mouth recommendations, providing job opportunities for new graduates, and even returning for further education are all potential benefits of fostering student loyalty. Therefore, a strategic shift towards viewing students as sources of value is crucial. Higher education institutions can cultivate a loyal student body by understanding and nurturing student repurchase intention, translating into a sustainable competitive advantage.

This established link between service quality and repurchase intention also extends to the context of higher education. However, another crucial factor emerges from student-perceived value. When students perceive high-quality services, they are more likely to feel they are receiving a good return on their investment, thus enhancing their perceived value (Al-refaei et al., 2023; Alkhaldi et al., 2024). Notably, in an educational setting, Iskandar et al. (2024) even suggest that perceived service quality is often the strongest predictor of customer-perceived value.

Building on this knowledge base, we posit that student-perceived value may mediate the relationship between perceived service quality and repurchase intention. In other words, students' perception of the value they receive from the institution (encompassing factors like educational quality, support services, and overall experience) might be an intervening factor that explains how perceived service quality influences their decision to re-enrol or demonstrate continued loyalty. Thus, Figure 1 depicting the hypotheses are proposed.

*H1: Perceived service quality within higher education (HEdPERF's), exerts a significant positive influence on student loyalty.*

*H2: Students' perception of the value they receive from their higher education experience significantly influences their loyalty to the institution.*

*H3: Perceived service quality within higher education (HEdPERF's), exerts a significant positive influence on students' perception of the value they receive from the institution.*

*H4: Student-perceived value mediates the relationship between perceived service quality within higher education (HEdPERF's) and student loyalty.*
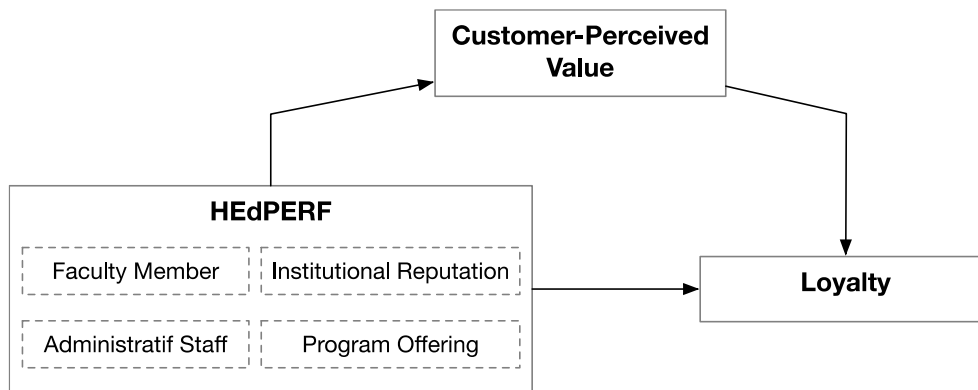
**Figure 1: Conceptual Framework**
**Source:** Own elaboration

## Research Methodology

This study employed a cross-sectional survey design to gather quantitative data through self-administered questionnaires distributed to undergraduate students. The sample comprised 600 students from the Faculty of Economics at some private higher education institution in South Kalimantan, Indonesia. Participants were selected using a non-probability purposive sampling technique from September to December 2023. The criteria apply for the respondent including are currently active student in their final year. The data collection techniques are employing an online survey tools utilising google form. Detailed information related to Sample involved in this study is presented in Table 2.

**Table 2. Collected Sample**

| University | Faculty | Total Sample |
|---|---|---|
| Islamic University of Kalimantan | Economic and Business | 378 |
| Nahddatul Ulama University | Economics and Business | 127 |
| Citra Bangsa University | Business and Law | 95 |
| **Total** | | **600** |

**Source:** Own elaboration

To assess student perceptions, a sets of questionnaire developed by modifying the HEdPERF scale for service quality (Ulewicz, 2014; Rodríguez-González and Segarra, 2016). Likewise, items evaluating customer-perceived value were adapted from established scales developed by Dlačić et al. (2013). As student loyalty was operationalised as repurchase intention, relevant items were adapted from Rahimizhian et al. (2020). All measures employed a 7-point Likert scale anchored with "strongly disagree" (1) and "strongly agree" (7).
The analysis commences with Confirmatory Factor Analysis (CFA) using SPSS Amos software to retain items with factors loading above 0.50 (Hair et al., 2000).

This approach allows for assessing a pre-determined model encompassing perceived service quality, customer-perceived value, and repurchase intentions as latent constructs. The analysis will evaluate the relationships among these latent variables. Data suitability will be ensured through Kaiser's Normalisation and Bartlett's test. Values closer to 1 in Kaiser-Meyer-Olkin (KMO) indicate better sampling adequacy. A significant p-value (typically below 0.05) in Bartlett's test suggests the data is unlikely to be identity, which is a pre-condition for CFA (Hair et al., 2020). Dimensional structures with acceptable internal consistency reliability (Cronbach's alpha > 0.60) for each item are expected (Hair et al., 2020). Following the CFA, multiple regression analyses will further explore the relationships between the paths in each variable. The criteria for a significant effect required that the probability of each path was ≤ 0.05 (Hair et al., 2000).

The significance of estimated coefficients will determine the presence of a mediation effect. Mediation analysis methodologies have flourished recently, offering two primary approaches: implicit and explicit procedures (Hair et al., 2020). Implicit procedures, a traditional approach, infer mediation through a single test of the independent and dependent variable relationships. While criticised for being outdated, their simplicity makes them still relevant in some social science research (Hair et al., 2020).

## Research Results

Based on our study results, the first indicative to discuss the finding are by discussing the results of respondent profile, followed by the Confirmatory Factor Analysis and hypotheses testing. The respondent profile consist of age, gender and courses are presented on Table 1.

Based on Table 1, most of the respondent age are coming from age 20-24 for 240 respondent (40%) followed by 25-29 for 150 respondent (25%). In the gender group, most of respondent are female for 306 respondent (51%). Last but not least, based on course, most of the respondent are coming from undergraduate study program for 379 (63.17%). This finding indicates that within the age most of the respondent are coming from the middle young age from undergraduate program.

**Table 1. Respondent Demographic Profile**

| Categories | Number | % | Categories | Number | % |
|---|---|---|---|---|---|
| *Age* | | | *Gender* | | |
| 20 - 24 | 240 | 40.00 | Male | 294 | 49.00 |
| 25 - 29 | 150 | 25.00 | Female | 306 | 51.00 |
| 30 - 34 | 90 | 15.00 | Total | 600 | 100.00 |
| 35 - 40 | 48 | 8.00 | *Course* | | |

| 40 - 44 | 30 | 5.00 | Undergraduate | 379 | 63.17 |
|---|---|---|---|---|---|
| 45 - 49 | 24 | 4.00 | Graduate | 221 | 36.83 |
| > 49 | 18 | 3.00 | Total | 600 | 100.00 |
| Total | 600 | 100.00 | | | |

**Source:** Own elaboration

Based on our study results, we examine the proposed results by first examining the Confirmatory Factor Analysis (CFA) using pearson correlation and Cronbach alpha and hyphoteses tesing. The results of CFA are presented in Table 1.

From Table 2 we conclude that all of the construct used to measure the variable are robust. According to Hair et al. (2020), suggest that factor loadings above 0.50 indicate strong construct validity in CFA. The analysis results indicate that when loadings exceed 0.50, the model effectively captures the intended constructs, such as perceived service quality, customer-perceived value, and repurchase intentions. It suggests a solid basis for the model to elucidate the connections between these elements. Further, the findings indicate that all of the item's reliability, as assessed by Cronbach's alpha, surpasses 0.70. This validation underscores the internal consistency within the variable. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the Bartlett test of sphericity both exceed the recommended threshold of 0.7 (0.847) and are statistically significant (0.000).

**Table 2. Confirmatory Factor Analysis and Cronbach's alpha**

| *Variable and Items* | Factor Loading | Cronbach's alpha |
|---|---|---|
| *Faculty* | | 0.798 |
| 1. Professors cultivate high-performance learning environments, motivating excellence. | 0.715 | |
| 2. Faculty commitment fosters student learning and development. | 0.692 | |
| 3. Professors inspire passion for learning and growth. | 0.765 | |
| 4. Active faculty engagement fosters collaborative problem-solving. | 0.666 | |
| 5. Clear communication with professors facilitates a supportive learning environment. | 0.658 | |
| 6. Caring and student-centered professors demonstrate genuine interest in success. | 0.732 | |
| *Administrative Staff* | | 0.807 |
| 7. Administrative staff delivers exceptional service, ensuring a smooth student experience. | 0.773 | |
| 8. Positive and welcoming staff creates a sense of belonging. | 0.774 | |
| 9. Readily available staff provides timely and effective assistance. | 0.868 | |

| | | |
|---|---|---|
| 10. Proactive problem-solving ensures efficient resolution of student issues. | 0.821 | |
| 11. Personalised attention caters to unique student needs. | 0.796 | |
| 12. Clear communication channels connect students with the right staff. | 0.758 | |
| *Institutional Reputation* | | 0.806 |
| 13. University rankings reflect a commitment to academic excellence. | 0.532 | |
| 14. National accreditations demonstrate rigorously quality standards. | 0.777 | |
| 15. Robust national exchange programs offer unparalleled learning experience**.** | 0.809 | |
| *Course Curriculum (Program Offering)* | | 0.802 |
| 16. Clear learning objectives ensure a focused and valuable curriculum. | 0.808 | |
| 17. Meticulous curriculum design ensures all courses contribute to career aspirations. | 0.860 | |
| 18. Engaging courses create a dynamic learning environment**.** | 0.750 | |
| *Customer Perceived Value* | | 0.804 |
| 19. My association with this university brings significant value. | 0.740 | |
| 20. This university offers superior educational value compared to alternatives. | 0.815 | |
| 21. Being a student at this university is highly advantageous. | 0.754 | |
| 22. This university delivers a strong return on investment. | 0.799 | |
| *Loyalty* | | 0.816 |
| 23. I am likely to continue utilising this university's services in the future. | 0.834 | |
| 24. I highly consider re-enrolling at this university for future educational needs. | 0.817 | |

**Source:** Own elaboration

The outcome of the path analysis is displayed in Table 3. The table demonstrates that all pathways are statistically significant.

**Table 3. Summary of path relationship among constructs**

| Path | Coefficients | *t*-Value | P. |
|---|---|---|---|
| Service quality (HEdPERF's) → Loyalty | 0.288 | 4.996 | 0.00 |
| Customer-perceived value → Loyalty | 0.145 | 2.509 | 0.01 |
| Service quality (HEdPERF's)→ Customer-perceived value | 0.762 | 28.820 | 0.00 |
| **Indirect Path** | | | |
| Service quality→ Customer-perceived value → Loyalty = 0.288 x 0.145 x 0.762 = 0.381, t-value = 2.323, p-value = 0.03 | | | |

**Source:** Own elaboration

The regression analysis in Table 3 revealed a positive and statistically significant direct effect of service quality on student loyalty (coefficient = 0.288), supporting the first hypothesis. Similarly, the path from customer-perceived value to loyalty yielded a positive and significant effect (coefficient = 0.145), confirming the second hypothesis. Furthermore, service quality was found to have a strong and significant positive influence on customer-perceived value (coefficient = 0.762), supporting the third hypothesis. The analysis provides evidence for partial mediation by student-perceived value in the relationship between service quality and loyalty (fourth hypothesis). While a direct effect of service quality on loyalty remains (coefficient = 0.288), the indirect effect mediated by perceived value (0.288 x 0.145 x 0.762 = 0.381) is more significant. This suggests that high-quality service fosters a perception of value among students, strengthening their loyalty to the institution. This observed indirect effect highlights the importance of student-perceived value as a mechanism through which service quality influences loyalty.

**Discussion**

Our analysis strongly supports the proposed model. Higher education institutions delivering high-quality services across faculty, administration, reputation, and programs can significantly enhance student loyalty (H1), mirroring findings from international research (Rehman et al., 2020; Tandilashvili et al., 2023). This positive service experience also translates into students perceiving more excellent value from their education (H3) (Nguyen and Ha, 2023; (Ong et al., 2023), ultimately strengthening their loyalty (H2) (Panggabean and Yugipuspito, 2023; Amzat et al., 2023) as value acts as a mediator (H4). These findings hold significant value. Academics gain a deeper understanding of the service quality-perceived value-loyalty connection in higher education. At the same time, practitioners can leverage this knowledge to cultivate loyal students by focusing on service excellence, reputation, and relevant programs, creating a precious learning experience (Tapaninaho and Heikkinen, 2022).
The global competition for students has intensified, pushing universities to invest in faculty development, cutting-edge teaching methods, and innovative technologies. However, customer satisfaction remains paramount amidst this focus on attracting new students (Seo and Um, 2022). This study consistently supports that retaining existing students is significantly cheaper than acquiring new ones (Sharma et al., 2024). Understanding student expectations is, therefore, crucial. This knowledge informs program development and facilitates using tools like the HedPERF questionnaire (Rodríguez-González and Segarra, 2016) to measure student satisfaction. Satisfied students become vocal advocates, promoting their universities through positive word-of-mouth (Zainul et al., 2022).
Universities traditionally operate as product-centric institutions, offering degrees as their primary product. However, a more practical approach prioritises the student experience. Since students invest significantly in their education, universities should emphasise service quality as a critical factor in attracting and retaining students.

Research supports this notion, highlighting the crucial role of service quality in student decision-making (reference your chosen study here). In today's competitive landscape, universities should leverage this insight by actively measuring and enhancing service quality to maximise student satisfaction and loyalty.

In today's competitive landscape, Indonesian universities face the challenge of improving their regional standing. While boasting a large population and established system, a lack of representation in top rankings like the Times Higher Education Asia University Rankings indicates areas for improvement. A service quality approach, emphasising the entire university ecosystem – faculty, staff, administration, and students – offers a solution. This approach prioritises strategies that enhance student-perceived service quality and value, confirmed as crucial drivers of student loyalty and advocacy. By fostering a culture of continuous improvement and a student-centric environment, universities can create a more valuable learning experience, propelling them towards excellence (Iqbal et al., 2023).

In conclusion, a paradigm shift towards a service-centric approach is no longer a luxury but a necessity for Indonesian universities. While Indonesian universities' size and established system hold advantages, true regional excellence demands a focus on student experience. A service quality approach encompassing the entire university ecosystem directly addresses this need. By prioritising the student journey and continuously improving service quality, universities can cultivate loyalty and advocacy, propelling them towards regional and global recognition.

*Managerial Implication*

Indonesian universities are at a pivotal juncture in responding to the global paradigm shift towards career-oriented education. It is evident from the global trends that educational institutions must embrace a comprehensive strategy that goes beyond the traditional curriculum-centric approach. The need for a strategic overhaul is accentuated by the universities' current standing in regional educational rankings, which signals an opportunity for transformative change.

In crafting a path forward, it is essential to adopt a holistic service quality framework that permeates every facet of the university environment—from academic offerings to extracurricular support and administrative services. This approach emphasizes the delivery of value as perceived by students, thereby nurturing a culture of loyalty and fostering a community of advocates. These elements are fundamental in propelling universities up the regional rankings ladder.

Embracing Total Quality Management (TQM) principles is central to this transformation. This commitment will manifest through comprehensive investments in the professional development of faculty, the modernization of facilities, and the establishment of dynamic student feedback systems to capture the evolving needs of the student body. In addition, rigorous alignment with international accreditation standards will signal the universities' dedication to excellence and continuous enhancement.

Moreover, this recalibration towards a student-focused ethos must be synergistic with the national educational framework and development goals, ensuring that universities not only rise in prominence but also contribute to the nation's socio-economic progress. The implementation of service quality as a core strategic pillar is thus not merely an operational choice but a broader commitment to educational leadership, attracting premier talent, and establishing a lasting legacy of excellence.

**Conclusion**

Employing the HEdPERF scale, we contribute to the existing knowledge by providing Southeast Asian evidence demonstrating service quality's positive and significant influence on perceived value and student loyalty. Furthermore, the direct relationship between service quality and perceived value suggests a precise strategic pathway for universities to enhance student experience, a critical factor in today's career-focused educational landscape. Our findings advance current knowledge by highlighting the importance of a service-centric approach in Indonesian higher education. Moving beyond a product-centric model focused solely on degrees, universities prioritising service quality improvements (faculty development, well-equipped facilities, student feedback mechanisms) can foster a stronger student value proposition, leading to increased loyalty and improved regional rankings. This study is limited to the perspectives of undergraduate students in Indonesia. Future research could explore these relationships across different student populations (graduate students, international students) and in other Southeast Asian countries.

Additionally, longitudinal studies examining the long-term impact of service quality on graduate career outcomes would provide valuable insights. Finally, investigating the specific service quality dimensions (faculty, staff, reputation, programs) most valued by students could inform targeted improvement strategies. By emphasising the importance of student experience and service quality, this research provides Indonesian universities with a strategic framework for achieving regional prominence and solidifying their reputation for excellence in the evolving landscape of higher education.

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## ZARZĄDZANIE SZKOLNICTWEM WYŻSZYM: WZMOCNIENIE LOJALNOŚCI STUDENTÓW W ERZE SKUPIONEJ NA KARIERZE

**Streszczenie:** Niniejsze badanie analizuje istotną zmianę w szkolnictwie wyższym, mianowicie przejście od tworzenia wiedzy do przygotowania zawodowego oraz jej konsekwencje dla uniwersytetów. Artykuł przedstawia nowoczesne narzędzie pomiarowe Higher Education PERFormance (HEdPERF). Badanie obejmowało 600 studentów Wydziału Ekonomii. Badanie wnosi wkład w badania nad Azją Południowo-Wschodnią, wykazując pozytywny i istotny wpływ jakości obsługi na postrzeganą wartość i lojalność studentów za pomocą skali HEdPERF. Wyniki ujawniają bezpośredni związek między jakością obsługi a postrzeganą wartością, sugerując strategiczną ścieżkę dla uniwersytetów ukierunkowaną na poprawę doświadczeń studentów. Podejście to jest zgodne z rosnącą potrzebą koncentracji na obsłudze studentów, krtóry stanowić powinien imperatyw zarządczy dla osiągnięcia regionalnej renomy. Ponadto, kluczowe ulepszenia jakości obsługi studentów zidentyfikowane za pomocą skali HEdPERF sprzyjają silniejszej propozycji wartości dla studentów. Przekłada się to na inwestycje w rozwój kadry, dobrze wyposażone obiekty i solidne mechanizmy opinii studentów.

**Słowa kluczowe:** Postrzegana jakość obsługi, HEdPERF, postrzegana wartość, lojalność, zarządzanie uczelniami wyższymi