

The Effect of Service Quality and Digital Presence on School Image

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Abstract :

This research is driven by the phenomenon of intense competition among educational institutions, where schools are required to excel not only in physical services but also in digital existence to maintain a robust image and attract prospective students. The purpose of this study is to identify and analyze the partial and simultaneous influence of Service Quality (X1) and Digital Presence (X2) on School Image (Y) at SMK Negeri Mojoagung. The research method employed is quantitative with a causal associative approach. The population consists of SMKN Mojoagung students, with a sample of 305 respondents selected through Proportionate Stratified Random Sampling. Data were collected via Likert-scale questionnaires and analyzed using multiple linear regression supported by SPSS software. The results indicate that: (1) Service Quality has a positive and significant partial effect on School Image (t-statistic = 7.950; Sig. < 0.05); (2) Digital Presence demonstrates a positive and significant partial effect on School Image (t-statistic = 8.250; Sig. < 0.05); and (3) Simultaneously, Service Quality and Digital Presence jointly exert a significant effect on School Image (F-statistic = 155.590; Sig. 0.000). These variables contribute 50.4% (R Square = 0.504) to the establishment of School Image, suggesting that the synergy between excellent service and digital Presence activities is a key strategy in enhancing school reputation.

Keywords : *Digital Presence; School Image; Service Quality*

Abstrak :

Penelitian ini didorong oleh fenomena persaingan yang ketat di antara institusi pendidikan, di mana sekolah dituntut untuk unggul tidak hanya dalam layanan fisik tetapi juga dalam eksistensi digital untuk mempertahankan citra yang kuat dan menarik calon siswa. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan menganalisis pengaruh parsial dan simultan dari Kualitas Layanan (X1) dan Kehadiran Digital (X2) terhadap Citra Sekolah (Y) di SMK Negeri Mojoagung. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan asosiatif kausal. Populasi dalam penelitian ini adalah siswa SMKN Mojoagung, dengan sampel sebanyak 305 responden yang dipilih melalui metode Proportionate Stratified Random Sampling. Data dikumpulkan melalui kuesioner skala Likert dan dianalisis menggunakan regresi linier berganda dengan dukungan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa: (1) Kualitas Layanan memiliki pengaruh parsial yang positif dan signifikan terhadap Citra Sekolah (t-statistik = 7,950; Sig. < 0,05); (2) Kehadiran Digital menunjukkan pengaruh parsial yang positif dan signifikan terhadap Citra Sekolah (t-statistik = 8,250; Sig. < 0,05); dan (3) Secara simultan, Kualitas Layanan dan Kehadiran

Digital secara bersama-sama memberikan pengaruh yang signifikan terhadap Citra Sekolah (F-statistik = 155,590; Sig. 0,000). Variabel-variabel tersebut memberikan kontribusi sebesar 50,4% (R Square = 0,504) terhadap pembentukan Citra Sekolah, yang mengindikasikan bahwa sinergi antara layanan prima dan aktivitas kehadiran digital merupakan strategi utama dalam meningkatkan reputasi sekolah. .

Kata Kunci: *Mutu Layanan, Digital Presence, Citra Sekolah*

Introduction

Education is a strategic and fundamental pillar in enlightening the life of the nation and preparing human resources equipped with both academic competence and technical skills (Siswopranoto, 2022). Therefore, improving educational quality is now a top priority for every educational institution to respond to various global dynamics and challenges (Fradito et al., 2020; Wakhidah & Nina, 2024).

Facing intense competition among institutions today, schools are required to provide quality services to avoid falling behind and to remain competitive with other educational institutions (Siahaan et al., 2023). National statistical data on secondary school growth indicate that the growth rate of Senior High Schools is accelerating rapidly, surpassing the growth of Vocational High Schools, which tend to experience stagnation. This slowing trend in vocational schools imposes managerial pressure on the administrators of vocational institutions to continuously strengthen their existence and relevance in the public eye.

Amidst this institutional competition, building a positive school image has become a non-negotiable strategy (Azizah & Halwati, 2023). School image is the accumulation of public perceptions, impressions, and beliefs regarding the quality of an educational institution, which empirically influences the decisions of parents and prospective students (Budiyatmo & Iriani, 2022; Nurmansyah & Rizal, 2022). SMK Negeri Mojoagung, as one of the vocational high schools in Jombang Regency, is recorded as being able to maintain the stability of new enrollments in the range of 480 to 490 students per year over the last three years. The school's success in maintaining student quantity amidst the national decline in vocational school enrollments directly indicates the presence of a strong public perception.

The positive image of an educational institution is supported by two main pillars. The first pillar is service quality, which is directly experienced by educational customers. Service quality is a representation of core performance measured through the dimensions of tangibles, reliability, responsiveness, assurance, and empathy (Budiarti, 2018; Chandra, 2019). Service quality in schools is reflected in the availability of adequate facilities and the competence of responsive staff. A satisfying experience regarding academic and administrative services will foster a high level of public trust. Good school service quality has a direct relationship with increased consumer interest or the decision to recommend the school to the wider public (Kurniawan et al., 2025; Prahesti et. al., 2021). Educational institutions capable of meeting stakeholder expectations through quality service will automatically fortify their reputation in the public sphere.

The second factor influencing school image is Digital Presence. Digital

Presence encompasses the level of visibility and the quality of interaction of an educational institution through online platforms such as official websites and social media (Alfian, 2024; Andriyan et al., 2020). Today, social media and gadgets have become primary needs for most people to obtain up-to-date information that is accessible to the general public (Putri et al., 2024). A mature digital communication strategy has proven highly effective in shaping public opinion, building brand awareness, and attracting the interest of prospective new students (Fitriana et al., 2022; Zahro & Diana, 2025). Consistent management of digital identity makes the school appear more modern and relevant to the characteristics of today's generation of learners (Riskiyah et al., 2024).

Service quality and Digital Presence play crucial roles in building a school image within educational institutions. A study by Uddin & Dharma, (2021) proves that the planned utilization of social media as part of a digital presence is highly effective in strengthening school image and implies an increased appeal for prospective applicants. Nurmansyah & Rizal, (2022) affirm the existence of a strong correlation between digital presence and the formation of a positive school image in the eyes of the community. This aligns with comprehensive findings that satisfaction with educational service quality combined with digital marketing strategies will strongly shape a positive public perception among the wider community (Badriyah et al., 2025; Fradito et al., 2020)

The evidence from these studies serves as the foundation for the authors to expand and develop causality testing at the vocational education level. The phenomenon of the slowing rate of Vocational High School enrollments nationally necessitates educational administrators to identify the contributions of service quality and digital presence to maintain the stability of the school image. Based on this urgency, this study aims to identify and analyze the partial and simultaneous effects of Service Quality and Digital Presence on the School Image at SMK Negeri Mojoagung. The results of this research are directed to provide managerial contributions for school administrators in formulating effective and well-targeted educational marketing resource allocation strategies.

Research Method

This research applies a quantitative approach of the ex post facto type with a causal associative design (Sugiyono, 2013). The objective is to examine the effect of the independent variables, namely service quality and digital presence, on the dependent variable, which is the school image. The research population encompasses all students at SMK Negeri Mojoagung, totaling 1,463 individuals. The sample size was determined to be 305 respondents based on the calculation using the Isaac and Michael formula at a five percent significance level. The sampling technique employed Proportionate Stratified Random Sampling to ensure that each grade level received a balanced and proportional representation. Primary data collection was sourced from a closed-ended questionnaire instrument adopting a Likert scale measurement with a score range of one to five. Prior to being widely distributed for the core data collection, the questionnaire underwent a feasibility testing phase involving 30 respondents outside the main sample.

The results of the validity test proved that all retained statement items were valid because their correlation values exceeded the minimum threshold established by the *r*-table. Reliability testing using the Cronbach's Alpha coefficient yielded values above 0.80 for all three variables. This figure indicates a very high level of instrument consistency, making it highly reliable for the research process.

Table 1 Reliability Test Result

No.	Variable Name	Cronbach's Alpha Coefficient	Reliability Level
1	Service Quality (X1)	0.907	Very High
2	Digital Presence (X2)	0.874	Very High
3	School Image (Y)	0.891	Very High

The data analysis process involves a series of structured tests using SPSS software. The initial stage consists of classical assumption testing, which includes the normality of the data distribution, the linearity of relationships between variables, the detection of multicollinearity symptoms, and heteroscedasticity testing to ensure the suitability of the regression model (Ghozali, 2021). Once all prerequisites are fulfilled, hypothesis testing is carried out using multiple linear regression analysis techniques. The evaluation of the partial effect's significance is measured using the *t*-test, while the simultaneous effect is evaluated through the *F*-test. Ultimately, the predictive contribution of the independent variables to the dependent variable is assessed through the calculation of the coefficient of determination.

Result and Discussion

Result

The results of the data processing in this study represent the students' perceptions of service quality, digital presence, and school image. The description of the results focuses on the descriptive tendencies of each variable, the direction of the partial and simultaneous effects, as well as the model's ability to explain the formation of the school image at SMK Negeri Mojoagung.

The service quality variable was measured through 15 statement items encompassing the aspects of tangibles, reliability, responsiveness, assurance, and empathy. The results of the descriptive analysis indicate that the service quality variable obtained a minimum score of 38, a maximum score of 61, a mean score of 49.71, and a standard deviation of 4.33. If this mean score is divided by the number of statement items, an average of 3.31 is obtained. This value indicates that the service quality of SMK Negeri Mojoagung falls into the fair category.

The results of the respondents' answers show that 193 respondents, or 63.28%, rated the service quality in the fair category. Furthermore, 108 respondents, or 35.41%, rated the service quality in the good category, while 4 respondents, or 1.31%, were in the poor category. No respondents provided

ratings in the very good or very poor categories. These findings indicate that the school's service quality is perceived as adequately sufficient by the students, but it still requires improvement to achieve a more optimal service category.

The digital presence variable was measured through 11 statement items representing website quality, social media interaction, and the accessibility of the school's online information. The descriptive analysis results show that this variable has a minimum score of 29, a maximum score of 49, a mean score of 38.88, and a standard deviation of 3.80. If the mean score is divided by the number of statement items, an average of 3.53 is obtained. This value indicates that the digital presence of SMK Negeri Mojoagung falls into the good category. Based on the frequency distribution calculations, 187 respondents, or 61.31%, rated the school's digital presence in the good category. A total of 108 respondents, or 35.41%, provided a rating in the fair category, while 10 respondents, or 3.28%, rated it in the very good category. No respondents were found who rated the digital presence in the poor or very poor categories. This data shows that the school's digital existence is perceived positively by the students, especially regarding the ease of information access and the school's presence in digital media.

The school image variable was measured through 11 statement items encompassing the aspects of the school's reputation, credibility, and visual identity. The analysis results state that the school image variable obtained a minimum score of 31, a maximum score of 47, a mean score of 38.14, and a standard deviation of 3.59. If this mean score is divided by the number of statement items, an average of 3.47 is obtained. This value indicates that the image of SMK Negeri Mojoagung is in the good category.

The distribution of respondents' answers reveals that 167 respondents, or 54.75%, rated the school image in the good category. A total of 135 respondents, or 44.26%, rated the school image in the fair category, and 3 respondents, or 0.98%, were in the very good category. No respondents provided ratings in the poor or very poor categories. These findings indicate that the image of SMK Negeri Mojoagung has been formed positively, although there is still a significantly large proportion of respondents in the fair category, meaning that continuous efforts to strengthen the school image remain necessary.

In summary, the respondents' perceptions of service quality generally fall into the fair to good categories. A total of 193 respondents (63.28%) rated the school's service quality in the fair category, 108 respondents (35.41%) in the good category, and 4 respondents (1.31%) in the poor category. For the digital presence variable, the majority of respondents provided a good rating, accounting for approximately 187 respondents (61.31%), followed by the fair category with 108 respondents (35.41%), and the very good category with 10 respondents (3.28%). The school image also shows a positive tendency, with 167 respondents (54.75%) in the good category, 135 respondents (44.26%) in the

fair category, and 3 respondents (0.98%) in the very good category.

Table 2 Descriptive Distribution of Research Variables

Variable	Dominant Category	Frequency	Percentage
Service Quality	Fair	193	63.28%
Digital Presence	Good	187	61.31%
School Image	Good	167	54.75%

Hypothesis testing was conducted through multiple linear regression analysis to determine the effect of service quality and digital presence on the school image. The resulting regression model is $Y = 6.778 + 0.327X_1 + 0.388X_2$. The constant of 6.778 indicates the value of the school image when the independent variables are held constant. The regression coefficient for the service quality variable is 0.327, and for the digital presence variable, it is 0.388. Both of these figures are positive, indicating a positive directional relationship. This means that every improvement in the quality of service and digital presence will drive an enhancement in the school image.

Table 3 t-Test Results for the Effect of Service Quality on School Image

Variable	Regression Coefficient (B)	t-statistic	Significance	Remarks
Service Quality	0.327	7.950	0.000	Significant

The separate t-test results indicate that the service quality variable obtained a regression coefficient value of 0.327 with a t-statistic of 7.950 and a significance of 0.000. The significance value, which is less than 0.05, indicates that service quality has a positive and significant effect on the school image.

Table 4 t-Test Results for the Effect of Digital Presence on School Image

Variable	Regression Coefficient (B)	t-statistic	Significance	Remarks
Digital Presence	0.388	8.250	0.000	Significant

Based on the table above, the digital presence variable obtained a regression coefficient value of 0.388 with a t-statistic of 8.250 and a significance of 0.000. The significance value, which is less than 0.05, indicates that digital presence has a positive and significant effect on the school image.

Table 5 F-Test Results for the Effect of Service Quality and Digital Presence on School Image

Model	F-statistic	Significance	Remarks
Service Quality and Digital Presence on School Image	155.590	0.000	Significant

From the data in the table, an F-statistic value of 155.590 was obtained with a significance value of 0.000. Because the significance value is less than 0.05, it can be concluded that service quality and digital presence simultaneously have a significant effect on the school image. This means that the enhancement of the school image is not only influenced by service quality or digital presence separately, but also by the combination of both simultaneously.

Table 6 Coefficient of Determination Test Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.712	0.507	0.504	2.531

The Adjusted R Square value of 0.504 in the table above indicates that service quality and digital presence are able to explain 50.4% of the variance in the school image. Meanwhile, the remaining 49.6% is influenced by other factors outside of this research model, such as school facilities, student achievements, school leadership, organizational culture, school-community relations, or other external factors not analyzed in this study.

Discussion

1. The Effect of Service Quality on School Image

The research results indicate that service quality has a positive and significant effect on the school image at SMK Negeri Mojoagung. This is evidenced by a regression coefficient value of 0.327, a t-statistic value of 7.950, and a significance of $0.000 < 0.05$, indicating that the better the service quality provided by the school, the more positive the school image formed in the eyes of the students. Quality service encompasses service reliability, the responsiveness of teachers and staff, assurance of comfort, and attention to students' needs. These five aspects constitute the direct experiences felt by students, which subsequently shape their perceptions of the educational institution's quality (Budiarti, 2018; Triwijayanti et al., 2022). This directly experienced service quality becomes the primary basis for building public trust and the institution's long-term reputation. In line with services marketing management theory, quality service is an intangible asset capable of converting customer satisfaction into loyalty and a positive perception of the educational institution (Fradito et al., 2020). These findings reinforce the understanding that school image must be supported by tangible and consistent service experiences. When students feel that the school is capable of providing clear, responsive, friendly, and trustworthy services, a belief is formed that the school possesses a good reputation. Thus, service quality serves as the internal foundation in the formation of the school image.

Descriptive results show that the majority of respondents rated service quality in the fair category, amounting to 63.28%. This data indicates that although service quality is proven to have a significant effect on the school image, the service quality experienced by the students has not yet fully reached an optimal level. Therefore, the school needs to improve the service aspects that involve direct contact with students, such as response speed to complaints, the

ease of administrative procedures, facility comfort, and more open communication between the school and the students. These improvements are essential because consistent service quality will strengthen satisfaction, trust, and the school's positive image in the long term.

Regarding the school's service culture, Ramadan et al., (2023) explain that improving the quality of educational services requires a principal's strategy capable of mobilizing human resources through a servant leadership approach, such as valuing school members, building community, demonstrating empathy, and sharing leadership. At SMK Negeri Mojoagung, the service quality perceived by students as fair to good indicates that the school already has a functioning service foundation, although it still needs to be strengthened through responsiveness, empathy, and service consistency. This strengthening is crucial because the service quality experienced by educational users is linked to satisfaction and positive perceptions of the institution, as also found by Natalia et al., (2024), who noted that school image, service quality, and school culture have a significant positive effect on parent satisfaction.

2. The Effect of Digital Presence on School Image

The research results also show that digital presence has a positive and significant effect on the school image, which is evidenced by a regression coefficient value of 0.388, a t-statistic of 8.250, and a significance of $0.000 < 0.05$. The regression coefficient value for digital presence is higher than that of service quality, so it can be understood that in this study, digital presence has a relatively more dominant effect on the school image. These findings illustrate that the school's presence in the digital space, whether through a website, social media, or online information accessibility, has become an important element in shaping students' perceptions of the school (Abdullah & Maisyaroh, 2024; Puspitaningrum et al., 2023).

Substantively, these findings indicate a shift in the public's perspective, particularly among today's students, in evaluating educational institutions. Schools that actively present information, showcase activities, publish achievements, and build communication through digital media will be perceived as modern, open institutions that are responsive to current developments (Habsi et al., 2025). Digital presence is not merely a promotional medium but also serves as a representation of the school's identity in the public sphere. Websites and social media function as digital storefronts that can strengthen the school image if managed consistently, informatively, and attractively.

Descriptive results show that 61.31% of respondents rated the school's digital presence in the good category, while 35.41% were in the fair category. This data indicates that the digital existence of SMK Negeri Mojoagung has been perceived positively by the majority of students, but there is still room for improvement in its management. The school needs to pay attention to the consistency of information updates, the visual quality of content, the response speed of social media administrators, and the ease of website access. Good management of digital media will expand the school's communication reach, strengthen connections with the public, and enhance positive perceptions of the

educational institution's professionalism (Syopyan & Sari, 2021)

Research by Mohammad Zaenal Muttaqien & Ripai, (2023) also shows that digital marketing has become a crucial strategy for educational institutions in expanding information reach and increasing the interest of prospective students. These findings are relevant to the condition of SMK Negeri Mojoagung, as digital presence does not only function as a publication medium but also as a representational space for the school image. Websites, social media, and online information accessibility serve as platforms that create the impression that the school is open, adaptive, and responsive to the needs of the digital generation.

The utilization of social media by educational institutions can be a means to build a school image, especially when social media is used for communication with students, teachers, and parents, and is supported by operators who are capable of continuously updating the layout and content (Pranata et al., 2024). This is in line with the results of this study, which show that digital presence has a higher regression coefficient compared to service quality; thus, the school's digital presence can be understood as a relatively dominant factor in shaping the school image in the eyes of the students.

3. The Effect of Service Quality and Digital Presence on School Image

The simultaneous test results show that service quality and digital presence jointly have a significant effect on the school image. This is evidenced by an F-statistic value of 155.590 and a significance of $0.000 < 0.05$. Furthermore, the Adjusted R Square value of 0.504 indicates that these two variables are able to explain the school image by 50.4%. These findings prove that the formation of the school image is not only influenced by the directly experienced service quality but also by how the school builds its presence and communication in the digital space.

The contribution of 50.4% indicates that service quality and digital presence are important factors in shaping the image of SMK Negeri Mojoagung. However, there remains 49.6% of the variance in the school image that is influenced by other factors outside of this research model. These factors may include academic and non-academic achievements, school leadership, organizational culture, collaboration with the industrial sector, educational facilities, costs, school location, and school-community relations. Nurohman et al., (2025) also emphasize that promotion, service quality, and perceptions of the school image affect parents' decisions in choosing a vocational high school. Thus, the results of this study strengthen the argument that service quality and digital presence can serve as strategic capital for schools in maintaining competitiveness and attracting public interest.

Service quality and digital presence are two complementary aspects. Service quality acts as tangible proof of the school's quality through the direct experiences received by students, while digital presence functions as a means to communicate this quality to a broader public. A school that has good services but is unable to optimally manage its digital communication will experience limitations in expanding its image. Conversely, a school that is digitally active but is not supported by good service quality risks building an unsustainable

image (Soedjono, 2022). Therefore, a strong school image needs to be built through the alignment between actual service quality and the digital representation displayed to the public.

Conclusion

This research concludes that service quality and digital presence have a positive and significant effect on the school image at SMK Negeri Mojoagung, both partially and simultaneously. Partially, service quality is proven to affect the school image with a regression coefficient of 0.327, a t-statistic of 7.950, and a significance of 0.000. This finding indicates that the better the educational services experienced by students, the more positive the school image formed. Digital presence also has a positive and significant effect on the school image with a regression coefficient of 0.388, a t-statistic of 8.250, and a significance of 0.000. The higher coefficient value indicates that digital presence is a relatively more dominant factor in shaping the school image compared to service quality.

Simultaneously, service quality and digital presence are proven to have a significant effect on the school image, indicated by an F-statistic value of 155.590 with a significance of 0.000. The Adjusted R Square value of 0.504 indicates that these two variables are capable of explaining the variance in the school image by 50.4%, while the remaining 49.6% is influenced by other factors outside of this research model. These results affirm that the school image is not only built through the service quality directly experienced by students but also through the school's ability to manage its digital existence in a consistent, informative, and responsive manner.

Based on these findings, SMK Negeri Mojoagung needs to develop an integrated strategy for strengthening the school image through improving service quality and optimizing digital presence. The improvement of service quality can be directed toward upgrading facilities, increasing the response speed of administrative services, fostering more open communication, and strengthening a friendly and solution-oriented service culture. At the same time, digital media management needs to be strengthened through regular content updates, the presentation of engaging information, improved social media responsiveness, and the utilization of the website as the school's official information center.

This study still has limitations as it only examines two independent variables, namely service quality and digital presence. Therefore, future research is recommended to develop the model by adding other variables that potentially influence the school image, such as student achievements, educational facilities, principal leadership, organizational culture, collaboration with the industrial sector, or school-community relations. Expanding the research object to include several schools could also be

conducted so that the research results have broader generalizability.

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