



The Impact of Student Attachment on University Reputation: An Analysis of Perceived Quality and Perceived Value

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Abstract

Many studies have referred to campus reputation but have not used the mediating variable of student attachment. This study aims to examine the impact of perceived quality and value on students and analyze how perceived quality and value affect university reputation through student attachment. The statistical population comprised students at campus X. The sampling technique used was simple random sampling on 212 students from Campus X in Bandung, Indonesia. The results show that value perception is positively and significantly influenced by perceived quality. Perceived quality and perceived value have a positive and significant impact on student attachment, student attachment has a positive and significant impact on university reputation, perceived quality has a positive and significant impact on university reputation through student attachment, and perceived quality has a positive and significant impact on perceived value through perception of quality. In the literature on consumer behavior, there are several studies that examine perceived quality on perceived value, perceived quality on student attachment, perceived value on student attachment, and student attachment on university reputation. The primary contribution of this research is to examine perceived quality and value of university reputation through student attachment. This research adds value to the consumer behavior literature by providing new insights into the determinants of university reputation in a private university.

Keywords perceived quality; perceived value; student attachment; university reputation

INTRODUCTION

With increasingly strong academic rivalry at the global level, private colleges must continue to adapt to new trends and advances. Higher education is an essential intellectual resource for maintaining the competitiveness of growing knowledge markets on a worldwide scale (de Waal & Chachage, 2011; Buchanan, 2013). Competition between universities is increasing (Berry & Cassidy, 2013) to attract new students who place higher priority on accommodating students' needs and expectations (Thomas, 2011). Higher education institutions must make a commitment to developing a market orientation strategy to set themselves apart from rivals by offering superior services.

Service quality is recognized as a crucial performance indicator for educational excellence and a strategic factor for universities acting as service providers (Donaldson & Runciman, 1995). Khoshtaria et al., (2020) stated that perceived quality affects university reputation. This agrees with Kim (2010), stating that universities as service providers and that the quality of services an institution offers affects its reputation.

Students' attachment demonstrates their feelings about the school, and a higher level of attachment may contribute favorably to raising enthusiasm for participating in various activities (France et al., 2010). According to Kaushal et al., (2021), perceive value and quality impact student attachment. When referring to higher education, perceived quality is the quality felt by students regarding the services received while studying at the campus. Perceive value is the value placed on

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the difference between the advantages students obtain and the expenses they incur to attend postsecondary schools.

An essential element of a university reputation is its perceived quality appeal (Bach et al., 2020). Perceived value is perceived as having higher quality. García-Fernández et al., (2018) stated that a comparison of the advantages enjoyed by students and the expenses incurred to pay tuition fees is known as perceive value.

A university's reputation is not just prestige for its campus itself but also a major determinant of various aspects that influence the development and sustainability of the institution. University reputation plays an important role in attracting prospective students' interest; therefore, this research is useful for providing insight into private universities' ability to attract new students.

Although several studies have shown that reputation may be influenced by how consumers view quality and value, this impact has not been explicitly addressed. Previous researchers have not tested how university reputation is affected by perceived quality and value, which are mediated by student attachment. Therefore, this study attempts to do this by looking for existing literature. The research questions consist of the following:

1. Does perceived quality have an effect on perceived value?
2. Does perceived quality have an effect on student attachment?
3. Does perceived value have an effect on student attachment?
4. Does perceived quality influence on university reputation?
5. Does student attachment have an effect on university reputation?
6. Does perceived value have an effect on university reputation?
7. Does perceived quality have an effect on a university's reputation through student attachment?
8. Does perceived value have an effect on a university's reputation through student attachment?

Therefore, the aim of this research is to find out:

1. How does perceived quality have an effect on perceived value?
2. How does perceived quality have an effect on student attachment?
3. How does perceived value have an effect on student attachment?
4. How does perceived quality influence on university reputation?
5. How does student attachment have an effect on a university's reputation?
6. How does perceived value have an effect on a university's reputation?
7. How does perceived quality have an effect on a university's reputation through student attachment?
8. How does perceived value have an effect on a university's reputation through student attachment?

LITERATURE REVIEW

Perceive Quality

According to Das (2014), the consumer's evaluation of a product's magnificence and superiority is known as perceived quality. Meanwhile, according to Su and Tong (2015) stated that customers also benefit from perceived quality because it makes them want to buy a brand and sets it apart from competitors. The perceived quality variable construct is the quality felt by students regarding the services they receive while studying on campus.

According to Watty (2006) stated that excellence, efficiency, high standards, value for money, suitability for intended use, and customer focus are all examples of quality in higher education. According to Narang (2012), the perceived quality dimension comprises learning outcomes, physical facilities, academics, responsiveness, and personality development. The construct of the perceived quality dimension comprises learning outcomes, physical facilities, academics, and responsiveness.

Perceive Value

Jiménez-Castillo et al., (2013) stated that value can be perceived as a comparison between cost and benefit. In higher education, a comparison approach has been recommended for studying students' perceived value because it reflects the overall evaluation of educational services' utility in contrast to the realization of goals through alternatives (Dlačić et al., 2014). The perceived value variable construct is a comparison between the benefits received and the costs incurred by students studying at university.

Kaushal et al. (2021) asserted that universities' perceived value dimension for universities consists of guarantee future employment, considering tuition fees, quality services, and investment. Sweeney and Soutar (2001) stated that the perceived value dimension consists of functional, social, and emotional. The perceived value dimension consists of guaranteeing future employment, tuition fees, and investment.

Student Attachment

Students' attachment reflects their feelings about it, and a higher level of attachment may encourage them to participate in more activities (France et al., 2010). Meanwhile, according to Kaushal et al., (2021), student attachment is an important aspect in marketing higher education. The attachment component evaluates how well people and institutions get along. The student attachment variable construct is a positive relationship between students and universities.

According to Kaushal et al. (2021), the student attachment dimension consists of being emotionally connected, attached to teachers, and choosing the appropriate program. According to Locke et al. (2011), the dimensions of student attachment are academic anguish, generalized anxiety, aggressiveness, substance usage, food disorders, and generalized anxiety. The following dimension constructs comprise emotional connection, attachment to teachers, and program choice.

University Reputation

According to Fombrun et al., (2000), a university's reputation is described as a collective representation of its previous actions and results, which shows the university's capacity to provide valuable results to various stakeholders (Plewa et al., 2016). The perception students have of a university, what it represents, what it is linked to and what they should expect when using its services make up its reputation (Dowling, 2001). The construct of the university reputation variable is an assessment of tertiary institutions' stability and consistency that has been formed over a long period.

Kaushal et al., (2021) stated that the dimensions of university reputation consist of reputation assessment, reputation comparison, and financially sound. Meanwhile, according to Finch et al. (2015), the dimensions of university reputation comprise a subject's reputation, reputation as a tool for strategy, and general favorability. Del-Castillo-Feito et al., (2019) stated that the dimensions of university reputation comprise performance, innovation, social responsibility, service, governance, and work climate. The university reputation dimension comprises reputation assessment, reputation comparison, financial soundness, innovation, and program consistency.

Kaushal et al., (2021) stated that increasing perceived quality benefits transactions' perceived value. Howat & Assaker (2013) stated that A high degree of perceive quality has a significant impact on perceive value, as evidenced by the relatively substantial correlation between perceive quality and perceive value. (García-Fernández et al., 2018; Özkan et al., 2020).

H1: Perceived value is favorably influenced by perceived quality.

Kaushal et al., (2021) stated that student attachment is positively and significantly impacted by perceived quality. Dennis et al., (2016) tested whether perceived quality influences brand

attachment. While [Neuvonen et al. \(2010\)](#) stated that attachment to a location is positively connected to perceived quality ([Japutra et al., 2014](#)). [Jillapalli and Jillapalli \(2014\)](#) stated that perceive quality is positively related to student attachment.

H2: Student attachment is positively impacted by perceived quality.

[Kaushal et al., \(2021\)](#) stated that Student attachment is positively and significantly impacted by perceived value. Meanwhile [Jiang and Hong, \(2021\)](#) stated that tourist attachment is influenced by perceived value. This is supported by [Petravičiūtė et al., \(2021\)](#), who stated that brand attachment is positively and significantly impacted by brand perceived value ([Liu et al., 2020](#)).

H3: Student attachment is positively impacted by perceived value.

According to [Bach et al., \(2020\)](#) stated that an organization’s reputation is dramatically influenced by its perceived quality. [Bakrie et al., \(2019\)](#) stated that the reputation of a university is directly impacted by the quality of college or university services. [Panda et al., \(2019\)](#) stated that university reputation is positively impacted by service quality ([Khoshtaria et al., 2020](#)).

H4: The reputation of a university is positively impacted by perceived quality.

[Kaushal et al., \(2021\)](#) stated that university reputation is influenced by student attachment. [Tournois \(2015\)](#) stated that attachment has an influence on an organization’s reputation ([Bach et al., 2020](#); [Khoshtaria et al., 2020](#); [Bakrie et al., 2019](#); [Panda et al., 2019](#))

H5: University reputation is influenced by student attachment.

[Özkan et al., \(2020\)](#) stated that the perceived value of services is positively and positively correlated with a firm’s reputation. [Milan et al., \(2015\)](#) stated that value is a factor that influences trust, which is mediated by service provider reputation. This is consistent with [Yoon et al., \(2014\)](#), who stated that perceived value mediates the type of promotion and retailer reputation.

H6: University reputation is influenced by perceived value

[Kaushal et al., \(2021\)](#) researched the perceived quality of university reputation mediated by student attachment. [Kaushal et al., \(2021\)](#) examined the perceived value of university reputation mediated by student attachment

H7: Perceive quality influences university reputation through student attachment

H8: Perceive value influences university reputation through student attachment

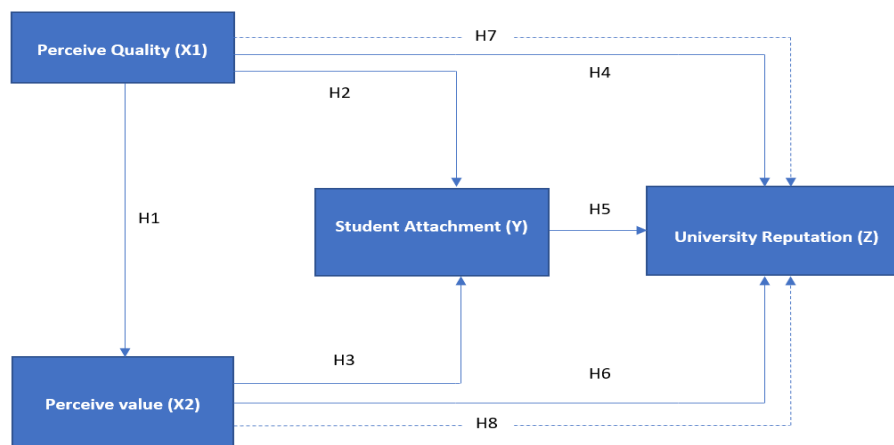


Figure 1. Conceptual Framework

The previous studies are summarized in Table 1, which state the relationship between variables.

Table 1. Studies related to the investigated constructs

No	Author	Research title	Perceived quality	Perceived value	Attachment	Reputation	Method & Sample	Context
1	Howat & Assaker (2013)	The hierarchical effects of perceived quality on perceived value, satisfaction, and loyalty: Empirical results from public, outdoor aquatic centres in Australia	√	√			PLS-SEM n=361	Aquatic education
2	Garcia et al. (2018)	The effects of service convenience and perceived quality on perceived value, satisfaction and loyalty in low-cost fitness centers	√	√			SEM n=763	Fitness industry
3	Özkan et al. (2020)	The effect of service quality and customer satisfaction on customer loyalty: The mediation of perceived value of services, corporate image, and corporate reputation.	√	√		√	Lisrel n=300	Bank
4	Kaushal et al. (2021)	Determinants of university reputation: conceptual model and empirical investigation in an emerging higher education market	√	√	√	√	SEM n=360	University
5	Dennis et al. (2016)	The role of brand attachment strength in higher education	√		√	√	SEM n=605	University
6	Neuvonen et al. (2010)	Intention to Revisit a National Park and Its Vicinity : Effect of Place Attachment	√		√		n=763	Park

No	Author	Research title	Perc eive d quali ty	Perc eive d valu e	Attach ment	Rep utati on	Met hod & Sam ple	Contex
		and Perceptions	Quality					
7	Japutra et al., (2014)	Exploring brand attachment, determinants and outcomes	√		√		Semi-structured interviews	Restaurant owner, consultant, lecturer and contracted researcher
8	Jillapalli & Jillapalli, (2014)	Do professors have customer-based brand equity?	√		√	√	SEM n=465	Professor
9	Jiang & Hong, (2021)	Examining the relationship between customer-perceived value of night-time tourism and destination attachment among Generation Z tourists in China		√	√		SEM n=286	Tourism
10	Petravič iūtė et al., (2021)	Linking Brand Value, Attachment, and Purchase Intention: The Role of Consumer Vanity		√	√		regression n=512	Luxury brand
11	Liu et al.,(2020)	Exploring hotel brand attachment: The mediating role of sentimental value		√	√		SPSS 19.0 and AMOS 21.0 n=522	hotel
12	Bach et al., (2020)	M-Banking and Bank Reputation	√			√	SEM n=152	Bank

No	Author	Research title	Perc eive d quali ty	Perc eive d valu e	Attach ment	Rep utati on	Met hod & Sam ple	Contex
13	Bakrie et al., (2019)	The Influence of Service Quality, Institutional Reputation, Students' Satisfaction on Students' Loyalty in Higher Education Institution	√			√	PLS SEM n=185	Universi ty
14	Panda et al., (2019)	University brand image as competitive advantage: a two-country study	√			√	Regressi on n=303	Universi ty
15	Khoshtaria et al., (2020)	The impact of brand equity dimensions on university reputation: an empirical study of Georgian higher education	√			√	Regressi on n=197	Universi ty
16	Tournois (2015)	Does the value manufacturers (brands) create translate into enhanced reputation? A multi-sector examination of the value-satisfaction-loyalty-reputation chain			√	√	SEM n=500	Corpora te brand compan ies
17	Milan et al., (2015)	Perceived Value, Reputation, Trust, and Switching Costs as Determinants of Customer Retention		√		√	n=283	compan ies
18	Yoon et al., (2014)	Higher Quality or Lower Price? How Value-Increasing Promotions Affect Retailer Reputation via Perceived Value		√		√	n=104	Retailer
19	Author	The Impact of Student Attachment	√	√	√	√	PLS SEM	Universi ty

No	Author	Research title	Perc eive d quali ty	Perc eive d valu e	Attach ment	Rep utati on	Met hod & Sam ple	Contex
		on University Reputation : An Analysis of Perceived Quality and Perceived Value					n= 212	

RESEARCH METHOD

In this study's total population were students on campus X, totaling 2,714 people, so the sample in this study $n = 290$. A Google Forms questionnaire was used to collect data, and respondents received it at random. Questionnaires were distributed to 290 students, but only 212 respondents returned. The Variance Base SEM (VB-SEM) model, also known as Partial Least Squares (PLS), which is controlled by Smart PLS 3.0 software, was used to assess the data in this study. Researchers must employ multiple forms of construct validity to assess the results of study data because there are numerous constraints on building validity, such as convergent validity, discriminant validity, and criterion validity, which must be utilized by researchers to assess the outcomes of study data because building validity is constrained by a variety of criteria. While researchers often mention that Cross-loading is more flexible when it comes to demonstrating discriminant validity; it will do so when the Fornell-Larcker Criterion fails to do so. (Hair et al. 2019; Henseler, 2015). Testing of structural models was performed in stages until the findings fulfilled the necessary standards. It can be argued that the current model meets one of the requirements has been satisfied (Hair et al., 2019).

To measure perceived quality, indicators are used, including: physical facilities, academics, learning outcomes, and responsiveness. Meanwhile, to measure perceived value, indicators that guarantee future employment, tuition fees, and investment are used. The student attachment indicators use emotional connectedness, attachment to the teacher, and choosing the program. Meanwhile, university reputation is measured by reputation assessment, comparison, financial soundness, innovation, and program consistency.

FINDINGS AND DISCUSSION

Evaluation of Measurement Models

In this study, the variables of perceived quality, perceived value, student connection, and university reputation are measured reflectively using a reflective measurement approach. According to Hair et al., (2021), the evaluation of a reflective measurement model consisting of a loading factor ≥ 0.7 is considered valid. According to Sarstedt et al., (2017), the value of Cronbach's alpha > 0.7 is considered reliable. The AVE > 0.5 indicates that the good convergent validity requirements have been fulfilled, meaning that the construct explains 50% or more of the other item variations.

Table 2. Outer Loading, Composite Realibility dan Average Variance Extracted

Variable	Measurement Items	Indicator	Outer Loading	Crombach's Alpha (rho_a)	Composite Realibility (rho_c)	AVE
Perceived Quality	X11	Availability of adequate campus facilities for the development of student activities	0.799	0.895	0.899	0,614
	X12	Availability of projectors and white boards in the classroom and access using wifi	0.711			
	X13	Availability of adequate computer laboratory	0.809			
	X14	Lecturer expertise in teaching	0.799			
	X15	Well-organized lectures	0.844			
	X16	The creation of good communication with academic staff	0.751			
	X17	Mastering theoretical concepts well in certain subject areas	0.766			
Perceived Value	X21	There is a guarantee of getting a job in the future	0.726			
	X22	Confidence to get a job after graduation	0.754			

Variable	Measurement Items	Indicator	Outer Loading	Crombach's Alpha (rho_a)	Composite Realibility (rho_c)	AVE
				0.813	0.814	0,572
	X23	The selected study program provides adequate services even though the cost is high	0.733			
	X25	Studying at this campus is an investment for the future	0.774			
	X26	Studying at this campus adds to knowledge	0.792			
Student Attachment	Y3	Very familiar with the teaching lecturers	0.831	0.842	0.847	0,677
	Y4	Very familiar with the supervisor lecturers	0.863			
	Y5	Right in choosing a study program	0.792			
	Y6	Right in choosing the concentration	0.804			
University Reputation	Z1	This campus is reputable	0.830			
	Z2	This campus is famous	0.791	0.875	0.882	0,668
	Z3	This campus is more reputable than other	0.868			

Variable	Measurement Items	Indicator	Outer Loading	Crombach's Alpha (rho_a)	Composite Realibility (rho_c)	AVE
		similar campuses				
	Z4	The campus is financially healthy	0.855			
	Z6	This campus has consistently carried out a talent counting program	0.735			

Table 3. The discriminant validity Fornell–Larcker criterion

	Perceived Quality	Perceived Value	Student Attachment	University Reputation
Perceived Quality	0.784			
Perceived Value	0.760	0.756		
Student Attachment	0.629	0.646	0.823	
University Reputation	0.692	0.722	0.647	0.817

The evaluation of discriminant validity needs to be performed by considering the Fornell-Lacker criteria. Discriminant validity is a form of evaluation that ensures that variables are theoretically different and proven empirically and statistically tested. According to Wong (2013), the root value of the AVE variable is greater than the correlation between variables, implying that overall the discriminant validity evaluation is fulfilled. The perceived quality variable has a root AVE of 0.784, which is greater with its correlation with perceived value (0.760), greater with its correlation with student engagement (0.629), and greater with its correlation with university reputation (0.692). This indicates that the discriminant validity of perceived quality was met. The variable perceived value has an AVE root of 0.756, which is greater with its correlation with student engagement (0.646) and university reputation (0.722). This indicates that the discriminant validity of the perceived value is met. The student engagement variable has a root AVE of 0.823, which is greater than its correlation with university reputation (0.647). This shows that the discriminant validity of student attachment was met. The university reputation variable has a greater AVE root (0.817) and a greater correlation with perceived quality (0.692), perceived value (0.722), and student engagement (0.647). This shows that the discriminant validity of the university reputation is met.

Table 4. Discriminant Validity Heterotrait-Monotrait Ratio (HTMT)

	Perceived Quality	Perceived Value	Student Attachment	University Reputation
Perceived Quality				
Perceived Value	0.883			
Student Attachment	0.717	0.777		
University Reputation	0.776	0.846	0.744	

According to [Hair et al., \(2019\)](#) recommended the HTMT because this measure of discriminant validity is more sensitive or accurate in detecting discriminant validity. The recommended value is < 0.9 . The measurement results demonstrate that the HTMT value is < 0.9 for the variable pair; thus, discriminant validity is achieved. This agrees with [Henseler et al., \(2015\)](#), stating that the pair value between variables is < 0.9 , so the discriminant validity evaluation value with HTMT is fulfilled. A variable shares the variation of a measurement item with an item that measures it, whereas a variable shares the variance with other variable items.

Table 5. Discriminant Validity Cross Loadings

	Perceived Quality	Perceived Value	Student Attachment	University Reputation
X11	0.799	0.566	0.507	0.640
X12	0.711	0.502	0.340	0.438
X13	0.809	0.592	0.479	0.554
X14	0.799	0.662	0.555	0.528
X15	0.844	0.625	0.537	0.526
X16	0.751	0.526	0.476	0.528
X17	0.766	0.670	0.522	0.562
X21	0.623	0.726	0.462	0.514
X22	0.487	0.754	0.475	0.469
X23	0.594	0.733	0.464	0.605
X25	0.558	0.774	0.538	0.570
X26	0.599	0.792	0.501	0.561
Y3	0.493	0.570	0.831	0.587
Y4	0.561	0.530	0.863	0.607
Y5	0.516	0.563	0.792	0.482
Y6	0.498	0.454	0.804	0.432
Z1	0.624	0.671	0.552	0.830
Z2	0.477	0.522	0.485	0.791
Z3	0.544	0.593	0.587	0.868
Z4	0.605	0.658	0.543	0.855
Z6	0.565	0.481	0.465	0.735

According to [Ghozali and Latan \(2015\)](#), each indicator has a strong correlation with the variable it measures and a weak correlation with other variables; thus, the evaluation of discriminant validity is fulfilled. In Table 8, it can be seen that the crossloading values for the variables perceived quality, perceived value, student attachment, and university reputation are

higher than the other variables. Therefore, it can be concluded that each indicator of each variable highly correlates with other variables and a low correlation with other variables.

The evaluation of the structural model relates to the hypothesized effects of the research variables. Examination of the evaluation of the structural model is carried out in three stages: first, checking the absence of multicollinearity between the variables and the inner VIF (Variance Inflated Factor) measure. VIF value < 5 , which means there is no multicollinearity between variables (Hair et al., 2021). Second, we tested the hypothesis between variables by observing the t statistic or P value. A t statistic > 1.96 (table) or the P value < 0.05 means there is a significant influence between the variables. In addition, it is necessary to convey the results and the 95% confidence level of the estimated path coefficient parameter. The third parameter is the f-square value, namely, the direct variable influence at the structural level with criteria (low f square 0.02, 0, moderate, and 0.35 high). 02), moderate mediation (0.075), and high mediation (0.175).

Table 6. Collinierity Statistic (VIF) -Inner model

	Perceived Quality	Perceived Value	Student Attachment	University Reputation
Perceived Quality	1.000	2.366	2.565	
Perceived Value		2.366	2.660	
Student Attachment			1.860	
University Reputation				

A VIF value < 5 means there is no multicollinearity between variables in influencing variable Y. The estimation results indicate that an inner VIF value < 5 means the level of multicollinearity between variables. These results strengthen the parameter estimates in the OLS SEM that are noisy (unbiased).

Table 7. Hypotesis testing

Hipotesis	Path Coefficient	P Value	Leve of confidence Path Coefficient (95 %)		F Square
			lower	upper	
H1 perceived quality → perceived value	0,76	0.000	0.696	0.819	1,366
H2 perceivde quality → Student attachment	0,327	0.000	0.168	0.473	0,084
H3 perceived value → Student attachment	0,397	0.001	0.109	0.400	0,124
H4 Perceived quality → university reputation	0,257	0.000	0.248	0.551	0,065
H5 Student attachment → university reputation	0,248	0.000	0.203	0.526	0,084
H6 Percieved value → University reputation	0,366	0.002	0.089	0.403	0,127

Based on table 10, it shows that, H1 is accepted, namely, perceived quality has a positive and significant effect on perceived value with a path coefficient (0.760). Because the f square value is 1.366, the perceived quality has a high influence on the perceived value. The study's findings are

consistent with [Kaushal et al., \(2021\)](#); [Howat and Assaker \(2013\)](#); [Özkan et al., \(2020\)](#); [Jillapalli and Jillapalli \(2014\)](#) and [García-Fernández et al., \(2018\)](#).

H2 is accepted; perceived quality has a positive and significant effect on student attachment, with a path coefficient (0.327). The f-squared value is 0.084, so it can be concluded that perceived quality has a weak influence on student attachment. The research results do not support [Kaushal et al., \(2021\)](#), who found that perceived quality has a negative and insignificant effect on student attachment. However, the study's findings are consistent with [Neuvonen et al. \(2010\)](#), who stated that high quality had a positive influence on attachment.

H3 is accepted: perceived value has a positive and significant effect on student attachment, with a path coefficient (0.397). The f square value was 0.124, so the perceived value had a moderate influence on student attachment. The research results do not support [Kaushal et al., \(2021\)](#), who found that perceived value had no significant effect on student attachment. However, the study's findings are consistent with [Jiang and Hong \(2021\)](#), who found perceived value has a positive effect on attachment ([Petravičiūtė et al., 2021](#)). This is also in line with [Liu et al. \(2020\)](#). That consumer's perceived functional value will have a favorable impact on brand attachment.

H4 is accepted: perceived quality has a positive and significant effect on a university's reputation (path coefficient (0.257). The f square value is 0.065; thus, perceived quality has a low influence on a university's reputation. This is not in line with research by [Kaushal et al., \(2021\)](#), who found that perceived quality has a negative and insignificant influence on university reputation. However, the study's findings are consistent with [Bach et al., \(2020\)](#); [Khoshtaria et al., \(2020\)](#); [Bakrie et al., \(2019\)](#); and [Panda et al., \(2019\)](#).

H5 is accepted: Student attachment has a positive and significant effect on the university's reputation with a path coefficient (0.248). The f square value is 0.084; thus, it can be concluded that student attachment has a low influence on a university's reputation. Our findings are consistent with [Kaushal et al., \(2021\)](#) and [Tournois \(2015\)](#).

H6 is accepted: Perceived value has a positive and significant effect on the university's reputation with a path coefficient (0.366). The f square value is 0.127, so it can be said that the perceived value has a moderate influence on the university's reputation. This is not in line with research by [Kaushal et al., \(2021\)](#) and [Özkan et al., \(2020\)](#), which found that perceived value has a positive and insignificant influence on university reputation. However, the study's findings are consistent with [Özkan et al., \(2020\)](#); [Milan et al., \(2015\)](#); and [Yoon et al., \(2014\)](#).

Table 8. R Square

	R-square	R-square adjusted
Perceived Valued	0.577	0.575
Student Attachment	0.462	0.457
University Reputation	0.603	0.598

The R-square represents the magnitude of variation in endogenous variables that can be explained by other exogenous variables in the model. The R-squared values are 0.19 (low influence), 0.33 (moderate), and 0.66 (high influence). Based on the results of data processing, the magnitude of the influence of perceived quality on perceived value is 57.7% (moderate effect), the magnitude of the influence of perceived quality and perceived value on student attachment is 46.2% (moderate effect), and the magnitude of the influence of perceived quality, perceived value, and student attachment to university reputation 60.3 (high influence).

Table 9. Model fit

	Saturated model	Estimated model
SRMR	0.070	0.070
d_ULS	1.586	1.586
d_G	0.655	0.655
Chi-square	739.726	739.726
NFI	0.775	0.775

SRMR value < 0.08 indicates a fit model (match). The model estimation result was 0.07, which indicates that the model is a good fit. Empirical data explains the influence of variables in the model.

Table 10. Indirect Effect Specific indirect effects

	Original Sample	T Statistics (O/STDEV)	P value
PQ -> SA -> UR	0.081	2.514	0.012
PV-> SA -> UR	0.099	2.586	0.010

Based on Table 13, shows that perceived quality has a positive and significant effect on a university’s reputation through student attachment of 0.081, with a P value of (0.012). Perceive value has a positive and significant effect on the university's reputation through student attachment of 0.099 with a p-value of 0.012; therefore, H7 and H8 are accepted. The study findings are consistent with [Kaushal et al., \(2021\)](#). If we compare H2 and H7 as well as H3 and H8, it can be concluded that partial mediation means that perceived quality can directly influence a university’s reputation without going through student attachment. Likewise, perceived value can directly influence a university’s reputation without requiring student attachment.

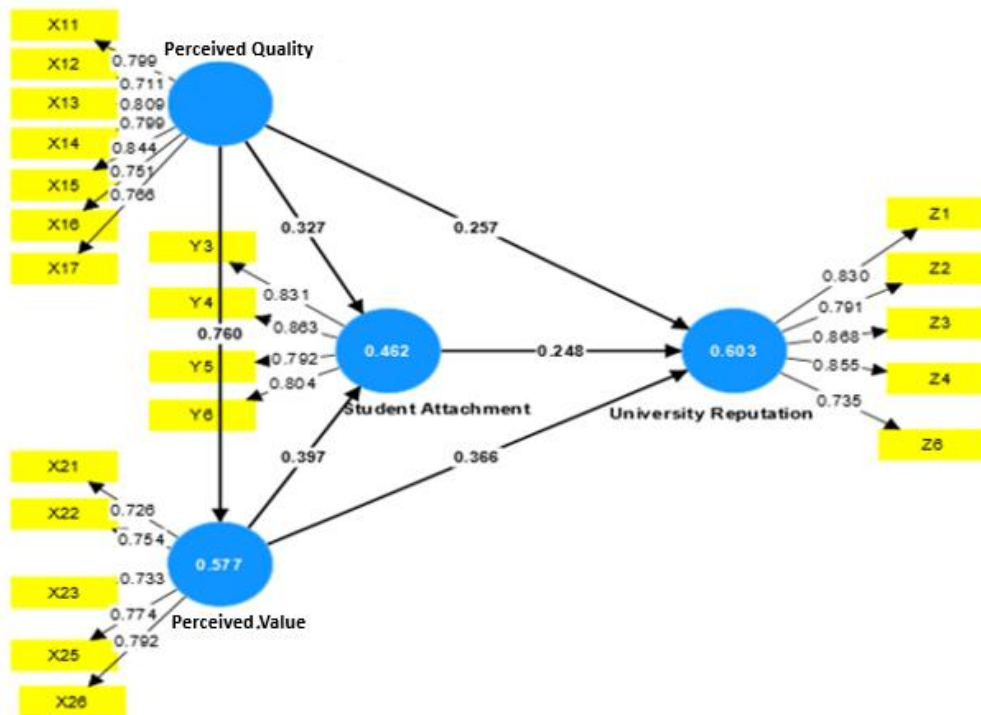


Figure 2. Structural Model

CONCLUSIONS

The results show that perceived quality has a positive and significant effect on perceived value; perceived quality and perceived value have a positive and significant effect on student attachment; perceived quality and perceived value have a positive and significant effect on university reputation; student attachment has a positive and significant effect on university reputation; perceived quality has a positive and significant effect on university reputation through student engagement; and perceived value has a positive and significant effect on university reputation through student attachment. This model can be utilized by the university to improve its reputation.

LIMITATION & FURTHER RESEARCH

This research proposes a comprehensive model of higher education marketing that focuses on the reputation of private higher education in Indonesia with a perceived quality and value approach mediated by student attachment. This research has limitations in its unit of analysis, namely, only one private university in Indonesia. It is hoped that future researchers will be able to examine other exogenous variables, such as university image and student satisfaction, and test them at several universities.

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