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The influence of educational service quality, trust on the loyalty of students of Private Junior High School "X", Bandung City

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ABSTRACT

The purpose of this study is to determine the influence of the quality of educational services on student loyalty, the influence between trust and student loyalty and the influence on the service quality through student trust in Private Junior High School (SMP) "X" Bandung City. The results of the study show that there is a positive and significant influence on trust with a total influence of 70.9%, 64.8%, 31.6%, and 96.3%, respectively. In addition, there is an influence of trust mediated by trust on the loyalty of students at SMP "X."

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INTRODUCTION

In this era of globalization, the role of schools as institutions is increasingly vital in producing a young generation that is intelligent, characterful, and ready to compete in a challenging world. In the midst of rampant competition between schools, building trust is the main key to increasing student loyalty, especially at the Junior High School (SMP) level, related to the continuation of studies. High student loyalty not only has a positive impact on the continuity and reputation of the school, but also becomes an indicator of success in delivering students to the next level of education in the same place.

To achieve this loyalty, trust is the fundamental foundation that must be built between schools and their students. Trust is the foundation of any good relationship, including the relationship between students and the school. Trust is defined as a person's willingness to be vulnerable to the actions of others in the hope that the actions of the other party have a positive influence on him (Amini & Kemal, 2021; Goldberg, 2020; Niker & Specker Sullivan, 2018; Tomlinson et al., 2020; Weiss et al., 2021). In the context of schools, students' trust in teachers, administrative staff, school programs, and school policies greatly affect the formation of trust and student attachment to the school. Students who feel trust in their school tend to have high loyalty, which is manifested in the form of loyalty to stay in the school, recommend the school to friends, and show contribution and enthusiasm in school activities (Aqil, 2023; Latip et al., 2020; Snijders et al., 2022; Subandi & Hamid, 2021; Zakso et al., 2022).

Building student loyalty is like building a solid building. A strong foundation is the main key so that the building can stand upright and durable. Trust is the fundamental foundation in building student loyalty. As explained in the previous paragraph, trust is the basis of any good relationship, including the relationship between students and schools. Student loyalty is an aspect that is not only important for the school but also for the development of the students themselves. Loyal students tend to be more involved in teaching and learning activities, have high motivation to learn, show positive behavior, and have a desire to continue their studies to the next level in the same place. Therefore, understanding the factors that affect student loyalty, especially trust, is important for school managers in an effort to improve the quality of education and services provided (Del Río-Rama et al., 2021; Qomariah et al., 2020; Snijders et al., 2020; Todea et al., 2022; Yousaf et al., 2020).

The government, as a key stakeholder in the education sector, also recognizes the importance of building student loyalty. This is in line with the government's goal to produce quality and productive human resources. Schools as educational institutions have the main function of providing graduates who are not only numerous, but also qualified, highly disciplined, and able to become dynamists, innovators, motivators, development

drivers, and skilled workers. Therefore, improving the quality of education services is the key to building student loyalty. Educational services for students must continue to be improved, both in quality and quantity. This is in line with the definition of service quality, which is the level of conformity between customer expectations and the performance of services provided by service providers (Asnawi et al., 2020; Hosen et al., 2021; Sumardi & Fernandes, 2020).

Improving the quality of education services is not only about meeting learners' expectations, but also about exceeding them. The services that schools should provide for their students are not only limited to learning facilities that support students' activities at school, the curriculum and regular school administration. More than that, quality education services cover various interrelated aspects, such as adequate learning facilities, comfortable school buildings, conducive classrooms, and complete learning equipment are the basic foundation for creating an effective learning environment. Then, a curriculum that is structured and relevant to the needs of the times, as well as innovative and student-centered learning methods, is the key to leading students to achieve optimal achievement (Hoidn & Reusser, 2020). In addition, no less important, namely, clear, accurate, and easily accessible administrative services for students and parents, as well as a guaranteed school security system, will provide a sense of security and comfort for students to learn and develop. In addition, the procurement of organizations and extracurricular activities that are beneficial to students, such as sports, arts, and culture, can help students develop their talents and interests, as well as build character and soft skills needed in the future (Kusyana, 2020). The quality of educational services provided by schools must be in accordance with or even better than what is expected by students. This is the initial part of building trust between students and the school which is the key to achieving student loyalty, where trust is formed when reality meets or even exceeds expectations. By meeting or even exceeding students' expectations through open communication, adequate facilities, qualified teachers, good academic achievement, and useful extracurricular activities, schools can create a conducive learning environment and encourage students to reach their potential. This built trust will ultimately increase student loyalty and help the school achieve its goals.

Building trust and increasing student loyalty is not an easy thing and requires commitment and cooperation from various parties. In reality, not all schools are able to meet the expectations of students perfectly. This inability can create a greater gap between the expected ideal expectations and perceived reality, which can ultimately trigger a rift in the relationship between students and schools, as well as undermine the trust that has been built. This can be seen from the Private Junior High School "X" which is included in the National Plus school category, where schools with the national plus category have advantages over regular schools in general. The National Plus School is a school that uses a curriculum with national standards as usual. However, in Teaching and Learning Activities (KBM), English is mixed as the language of instruction (Daflizar et al., 2022; Efendi et al., 2022; Fatriana, 2021; Isnaniah & Islahuddin, 2020; Simbolon, 2021). There are several things that are the advantages of the "X" school, namely the use of package books from the Cambdridge curriculum, the use of bilingual languages, the availability of foreign teaching staff, the emphasis on English and Chinese skills and learning, and the emphasis on skills music. This private school "X" has a continuous program starting from elementary, junior high, to high school levels. Thus, the services provided to students are designed to be continuous from level to level, so that it is hoped that students can advance their studies to a higher level in the same place up to the high school level.

By looking at the educational services provided by the national plus "X" school through the advantages of the program provided, it is hoped that it can build student trust and make students have loyalty to the school by wanting to continue their studies to a higher level at the same school. Student loyalty is the student's commitment to stay in the same educational institution and recommend it to others. From the data on New Student Admissions of private school "X" in the last 5 years regarding junior high school students who do not continue their studies to high school at private school "X", it shows a significant increase. Here is the data for the last 5 years.

From the results of the initial survey conducted through observation and interviews with students in grades VII, IX and alumni of the 2023/2024 school year who did not continue their studies to the next level at this school, the following results were obtained: students who lacked motivation to learn, were reluctant to participate in extracurricular activities or school events because they felt that there were no clear benefits or were afraid of not getting support, showing apathy in class, not actively asking questions, or not participating in discussions, often breaking the rules may do so because they feel the rules are unfair or applied inconsistently, talking negative things about the school, taking teaching and learning activities less seriously, expressing their dissatisfaction with the school on social media rather than talking directly to the school, many of them say lack of facilities (lack of sports facilities, dining space and refreshing, narrow parking lots), the existence of several teachers who are less able to manage classes, teacher methods in teaching, relatively small scope of student socialization, lack of administrative services, and handling of student cases that have not been completed, the existence of some teachers who do not motivate students, some students choose to ignore advice or guidance from teachers, where this shows that they do not trust the expertise or good intentions of the teacher

If you pay attention to the results of the initial survey, it can be said that the results of the existing survey are blessed with a lack of trust related to the educational services provided by the school.

Service quality affects trust, and trust affects loyalty (Rommy & Murtiningsih, 2020). In the world of Education, if students already have trust in the educational services provided, then students will show loyalty to the school in the form of a decision to continue their studies to the next leve l in the same place from year to year. However, this is not seen in school "X", so through this study the researchers want to see the influence of educational services, trust, on student loyalty at private junior high school "X", Bandung City.

Based on the background and formulation of the problem that has been described earlier, the purpose of this study is to determine the influence between the quality of educational services and student trust, the influence between trust and student loyalty, the influence of the quality of educational services on student loyalty, and the influence of service quality on student trust through student trust in Private Junior High School (SMP) "X" Bandung City. The benefits obtained from the research are as follows: in theoretical benefits, this research can be used to increase knowledge and understanding of how the influence of the quality of educational services has an impact on the trust and loyalty level of students at Junior High School "X" in the city of Bandung and can be a reference for further researchers, and in practical benefits. The research serves to provide useful input for the school in terms of developing the quality of educational services which ultimately affects the trust and loyalty level of students at Junior High School "X" Bandung City.

The hypotheses used in this study are:

1) H1: There is an effect between the quality of educational services and student trust H2: There is an effect between trust and student loyalty
2) H3 : There is an influence between the quality of education services on student loyalty
3) H4 : There is an influence between the quality of education services on student loyalty through trust

METHOD

This research is included in quantitative research. This research was conducted at Private Junior High School (SMP) "X" in the city of Bandung, West Java. This research started from May 5, 2024 to July 31, 2024. The population in this study is all students in grades VII, IX and alumni of the 2023/2024 school year who do not continue to the next level at the same school. The number of samples is as follows: 32 students for grade IX, 36 students for grade VII, and 25 students for alumni who do not continue to the next level at the same school. Thus, the total sample amounted to 95 students.

The type of data used is quantitative data in the form of questionnaire answers from various respondents which are converted into numerical or quantitative data. In this study, the method of obtaining primary data is by observing students, conducting interviews and surveys to students. Data analysis in this study was carried out using path analysis.

RESULTS AND DISCUSSION

Based on the data that has been collected through the questionnaire, in this section the influence of the quality of educational services on student loyalty through trust will be tested. The test will be carried out in two stages, where in the first stage the influence of service quality on trust will be tested. Then in the second stage, the influence of service quality and trust on student loyalty will be tested so that it can be formulated into 2 (two) forms of structural equations as follows.

a. First Substructure Path Equation

$$\mathbf{X2 = \rho X2X1 + \varepsilon_1}$$

b. Second Substructure Path Equation

$$\mathbf{Y = \rho YX1 + \rho_{YX2} + \varepsilon_2}$$

Information:

Y = Student Loyalty
X1 = Quality of Educational Services
X2 = Trust
ε = Influence of other factors

Testing the Hypothesis of the Effect of Quality of Educational Services on Trust

The hypothesis to be tested is the influence of the quality of education services (X1) trust (X2). Based on the results of data processing, the path coefficient of the independent variable, namely the quality of education services (X1) to Trust (X2), is obtained as seen in the table below.

Table 1. The Effect of Quality of Education Services on Trust

Variable	Path Coefficient	t-count	P-value	R2
Quality of educational services	0.842	13.508	0.000	0.709

Source: Primary Data Processing Results, 2024

From the table above, the total influence (R2) of the educational service quality variable on *trust* is 0.709 or 70.9%. While the remaining 29.1% is the influence of other factors outside the variable of the quality of education services. The value of the path coefficient for the quality of education services is 0.842 with a positive relationship direction which means that when the quality of education services increases, it will cause *trust* to increase. The Path equations formed from the first substructure are:

$$\mathbf{X2 = 0.842X1 + \varepsilon_1}$$

After the path coefficient is calculated, then to prove whether the quality of educational services has a significant effect on trust, a hypothesis test is carried out using a t-test. In hypothesis testing using the t-test, it will be compared between the calculated t-value and the t-table. The t table is obtained from the statistical table of t distribution based on the number of respondents and the number of variables. The magnitude of t table for sample 77 with the number of variables 1 (one) is 1.99 (df=n-k-1=77-1-1=75). Then the value of t calculated in this equation is obtained as 13.508 where the value is greater than the t of table 1.99. In addition, it can also be seen by looking at the magnitude of the p-value (sig) compared to 0.05 (significance level $\alpha = 5\%$), the test criteria used are:

- If the p-value > 0.05 then H0 is accepted.
- If the p-value ≤ 0.05 then H0 is rejected.

Hypothesis 1

H01=ρ=0 : There is no significant influence between the quality of educational services on student trust at SMP "X" Bandung City

Ha1=ρ≠0 : There is a significant influence between the quality of educational services on the trust of students at SMP "X" Bandung City

Based on the provisions that have been stated earlier, where a p-value of 0.000 is obtained so that the p-value < α = 0.05 and t is calculated greater than 1.99. This means that H01 is rejected and Ha1 is accepted, so there is a significant influence between the quality of education services on trust. Thus, the hypothesis that there is a significant influence between the quality of educational services on the trust of students at SMP "X" Bandung City can be accepted (hypothesis 1 is accepted).

Testing the Hypothesis of the Influence of Educational Service Quality and Trust on Student Loyalty

The hypothesis to be tested is the influence of the quality of education services and trust on student loyalty. Based on the results of data processing, the path coefficients of each independent variable, namely the quality of educational services and trust in loyalty, are obtained as seen in the following table.

Table 2. The Effect of Product Quality and Trust on Student Loyalty

Variable	Path Coefficient	t-count	P-value	R2
Quality of educational services	0.672	16.298	0.000	0.963
Trust	0.346	8.389	0.000	

Source: Primary Data Processing Results, 2024

From the table above, the total influence of educational service quality variables on student loyalty is 0.963 or 96.3%. While the remaining 4.7% is the influence of other factors outside the two independent variables.

The value of the path coefficient for the quality of education services is 0.672 with a positive relationship direction which means that when the quality of education services increases, it will cause student loyalty to increase. The value of the trust path coefficient is 0.346 with a positive relationship direction, which means that when trust increases well, student loyalty will increase. The path equation formed from the second substructure is as follows:

$$\mathbf{Y = 0.672X1 + 0.346X_2 + \varepsilon_2}$$

After the path coefficient is calculated, then to prove whether the quality of education services and trsust has a significant effect on student loyalty (Z), the following hypothesis testing is carried out.

Testing the Effect of Educational Service Quality on Student Loyalty

The analysis of the influence of the variable of the quality of education services on student loyalty was obtained based on the results of calculations with SPSS software as follows:

Table 3. The Influence of the Quality of Educational Services on Student Loyalty

			R	t-count	p-value	Label
Quality of educational services	→	Student loyalty	0.672	16.298	0.000	Significant

Source: Data Processing Results, 2024

Based on the table above, it can be seen that the direction of the relationship between the quality of educational services and student loyalty is positive (value in column ρ), there it is written 0.672 which means that when there is an improvement in the quality of educational services, it will increase student loyalty.

Then the author tested the hypothesis using a t-test where the t-value calculated 16.298 was greater than the t-table 1.99 (df=n-k-1=107-2-1=104). In addition, it can also be seen by looking at the magnitude of the p-value (sig) compared to 0.05 (significance level $\alpha = 5\%$), the test criteria used are:

- If the p-value > 0.05 then H0 is accepted.
- If the p-value ≤ 0.05 then H0 is rejected.

Hypothesis 2

H02=ρ=0 : There is no significant influence of the quality of education services on student loyalty

Ha2=ρ≠0 : There is a significant influence of the quality of educational services on student loyalty

Based on the provisions that have been stated earlier, where a p-value of 0.000 is obtained so that the p-value < α = 0.05 and the t-value is calculated to be greater than 199. This means that H02 is rejected and Ha2 is accepted, so there is a significant influence between the quality of educational services on student loyalty. Thus, the hypothesis that there is a significant influence between the quality of educational services on student loyalty is acceptable (hypothesis 2 is accepted).

Testing the Influence of Trust on Student Loyalty

The analysis of the influence of the Trust variable on student loyalty was obtained based on the results of calculations with SPSS software as follows:

Table 4. The Effect of Trust on Student Loyalty

			R	t-count	p-value	Label
Trust	→	Student loyalty	0.346	8.389	0.000	Significant

Source: Data Processing Results, 2024

Based on the table above, it can be seen that the direction of the relationship between Trust and Student Loyalty is positive (value in column ρ), there it is written 0.346, meaning that when there is an increase in Trust, it will increase Student Loyalty.

Then the author tested the hypothesis using a t-test where the t-value calculated 8.389 was greater than the t-table 1.99 (df=n-k-1=107-2-1=104). In addition, it can also be seen by looking at the magnitude of the p-value (sig) compared to 0.05 (significance level $\alpha = 5\%$), the test criteria used are:

- If the p-value > 0.05 then H0 is accepted.
- If the p-value ≤ 0.05 then H0 is rejected.

Hypothesis 3

H03=ρ=0 : No significant influence Trust to Student Loyalty

Ha3=ρ≠0 : There is a significant influence Trust to Student Loyalty

Based on the provisions that have been stated earlier, where a p-value of 0.000 is obtained so that the p-value < α = 0.05 and the t-value is calculated to be greater than 1.99. This means that H03 is rejected and Ha3 is accepted, so there is a significant influence between trust and student loyalty. Thus, the hypothesis that there is a significant influence between Trust on student loyalty can be accepted (hypothesis 3 is accepted).

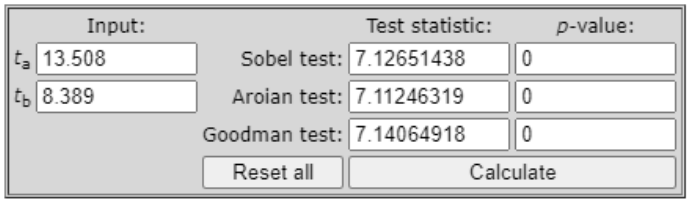
The quality of education services has a significant effect on student loyalty through *Trust*

To answer the mediation hypothesis, a mediation test will be carried out using the sobel test. The sobel test was calculated using the calculator for the Sobel test application to obtain a t-value to calculate the mediation effect of trust in the relationship between the quality of educational services and student loyalty.

Hypothesis 4

H04=ρ=0: The quality of education services has no effect on the l--autonomy of students through *Trust*
Ha4=ρ≠0: The quality of education services affects student loyalty through *Trust*

Table 5. The Effect of Quality of Educational Services on Student Loyalty through *Trust* (Y)



Source: Primary Data Processing Results, 2024

The value of ta is the value t-count from the quality of service to *Trust* which is in sub-structure 1, which is 13,508. While the tb value is the value of t-count of trust in the loyalty of students who are in substructure 2. Then these two scores resulted in a sobel test score of 7.126. Based on the results of the calculation, the t-value for the mediation influence test on this hypothesis was 7.126. If α = 0.05 then t table = 1.99. From the above calculation, it can be concluded that t count 7.127 is greater than t table 1.99 with a significance level of 0.05, then it can be concluded that *Trust* able to mediate the relationship between the quality of educational services and student loyalty. Thus hypothesis 4 is acceptable and the type of mediation is part mediation, where either there are variables Trust or none, the quality of educational services still has a significant influence on student loyalty.

Table 6. Amount of Direct and Indirect Influence

Variable	Path Coefficient	Direct Influence	Indirect Influence	Total Influence	%
Quality of Education services	0.672	0.452	0.196	0.648	64,8%
Trust	0.346	0.120	0.196	0.316	31,6%
Total Influence (R2)				0.963	96,3%

Based on the above description, the conclusion of the hypothesis test can be made which is described as follows:

H1: The first hypothesis is acceptable because there is a significant influence of the quality of education services on trust

H2: The second hypothesis is acceptable because there is a significant influence of the quality of educational services on student loyalty

H3 : The third hypothesis is acceptable because there is a significant influence of trust on student loyalty

H4 : The fourth hypothesis is acceptable because there is a significant influence between the quality of educational services on student loyalty.

Discussion

Based on the results of the research that has been carried out, it is found that there is an influence between the quality of education services, Trust, to the loyalty of students at Private Junior High School "X" Bandung City. First**,** The results of the study showed that there was an influence between the quality of education services and the Trust students ($t = 5.89$; $p < 0.01$). This means that the higher the quality of educational services provided by Private Junior High School "X", the higher the level of Trust students towards the school.

This finding is supported by data that shows that the average score of students' perception of the quality of education services is relatively high, which is 78.56. This shows that students are generally satisfied with the quality of educational services they receive at Private Junior High School "X". Size Trust Students towards this school can be seen from several indicators, including:

1) Trust in teacher competence, where the majority of students (82%) stated that they believe that teachers in Private Junior High School "X" have good competence in teaching, in other words, the competence dimension data on the trust variable shows the level of confidence of students that the school has adequate ability and expertise to provide quality education. The average score for this dimension is 2.97, which indicates that students have a fairly positive perception of the school's competence. This is in line with the condition of the school which provides qualified, experienced teaching staff with a commitment to provide quality education to students. Trust is one of the

important factors that can build student loyalty to the school. Based on the results of the study, the Benevolence dimension (virtue) shows the level of confidence of students that the school has care and attention to their well-being. The average score for this dimension is 2.51, which indicates that students have a fairly positive perception of the school's benevolence. This is related to teachers who are friendly, caring, and always take the time to listen and understand the problems faced by students, both academic and non-academic problems, as well as the availability of personalized counseling guidance. In addition, there is a comfortable and supportive learning atmosphere, as well as a variety of extracurricular activities to help students to develop their potential and feel more connected to the school. In addition, the Integrity Dimension shows the level of confidence of students that the school has consistency and commitment in carrying out its promises and programs. The average score for this dimension is 2.87, which indicates that students have a fairly positive perception of school integrity. This is related to transparent communication, where the school always provides transparent information to students and parents about school programs and policies.

2) Trust in the quality of facilities and infrastructure, where as many as 79% of students stated that they were satisfied with the quality of the facilities and infrastructure available at school. This shows that the school has provided adequate infrastructure to support the teaching and learning process, especially with the availability of a digital room, in which interactive learning can be carried out. In addition, there is an e-sports laboratory that is supported by design and technological equipment that supports these activities. Junior High School "X" also complements its infrastructure by providing an exclusively designed music room equipped with many types of musical instruments to learn. Without forgetting the importance of physical health, school meals provide gym facilities. However, even so, especially in the "X" Junior High School, facilities still need to be improved, related to the lack of adequate halls, sports field facilities, computer laboratories, and science laboratories that are not yet free to use. If the school pays attention to this and by improving/adding the facilities and infrastructure needed by students, it can increase students' trust in the school.
3) Trust in school programs, where as many as 75% of students stated that they believe that the programs offered by the school are beneficial to them. This shows that the school has succeeded in developing programs that are relevant to the needs and interests of students, including the availability of a variety of extracurricular programs that students can choose according to their interests, the importance of school programs in terms of languages (English and Mandarin), where students will be equipped with intensive linguistics, in addition, the use of Cambridge books To complement learning and teaching materials that not only enrich the strengthening of students in terms of language, but also the diversity of material. However, even so, the school district needs to continue to evaluate the program periodically with the aim that the program provided can continue to develop according to the needs of students, strengthen cooperation with external parties (such as industry, universities, and community organizations) to support the development of school programs, and improve the quality of the program by updating the curriculum, learning materials, and teaching methods.

Based on data Trust students to this school, there are several positive impacts, namely increasing students' learning motivation, by having Trust high school tends to be more motivated to study well, increased student participation and more actively involved in various school activities, increased sense of security and comfort in school. Several things that the school can do to be more effective if they want to improve facilities and infrastructure, namely by conducting a survey of student needs, for example through the distribution of questionnaires or through discussions and interviews. In addition, it can also be done by continuing to improve the existing quality, for example network capacity Wifi to support teaching and learning activities, rejuvenate laboratory facilities, improve classroom cleanliness and tidiness so that it is more comfortable to use.

Second, the results showed that there was an influence between trust and student loyalty ($t = 6.23$; $p < 0.01$). This means that the higher the level of trust of students in the school, the higher their level of loyalty to the school. This finding is supported by data that shows that the average student loyalty score is relatively high, which is 82.14. This shows that students are generally loyal to Private Junior High School "X". Students' loyalty to this school can be seen from several indicators, including:

1) The desire to continue attending the same school, where as many as 86% of students stated that they want to continue attending Private Junior High School "X" until graduation, and continue their studies to the next level in the same place. The average value for the service buyback indicator is 2.79. This shows that most learners are quite satisfied with the services provided and are willing to continue their studies or take other programs offered by the educational institution. Service buybacks are a strong form of loyalty, where learners demonstrate a long-term commitment to the institution. Factors such as the quality of teaching, the relevance of teaching materials, and adequate academic

support play an important role in encouraging students' desire to continue using educational services from the same institution.

2) Willingness to recommend Private Junior High School "X" to others, where as many as 84% of students stated that they were willing to recommend Private Junior High School "X" to others. The average value of the great love for service indicator is 2.76. Love for service reflects the level of affection and emotional attachment of students to educational institutions. Students who have a great love for service tend to be more involved and active in various academic and non-academic activities organized by the institution. They are also more likely to give positive feedback and recommend the institution to other prospective students. Factors that can increase a love of service include a personalized approach to teaching, emotional support from teaching staff, and a positive and inclusive learning environment.
3) Pride in being part of Private Junior High School "X", where as many as 80% of students stated that they were proud to be part of Private Junior High School "X". This shows that the school has succeeded in creating a sense of belonging and pride among students, including students who have begun to have confidence to actively participate in competitions offered both academic and non-academic competitions, an increase in students who actively persuade their younger classmates to continue their studies to the next level at school "X", as well as school organizations that are increasingly active in promoting schools. However, even so, schools need to continue to increase the sense of belonging and pride among students, for example by giving appreciation to students, facilitating alumni associations, and improving the overall quality of school services so that students can be more proud to be part of the school.
4) The high loyalty of students to this school has a positive impact, such as: increasing the image of the school in the eyes of the community, can attract the interest of prospective new applicants to attend school in the same place, can encourage students to provide support for school programs.

Third, the results showed that there was a positive and significant influence between the quality of education services on student loyalty ($t = 4.56$; $p < 0.01$). This means that the higher the quality of educational services provided by Private Junior High School "X", the higher the level of student loyalty to the school. These findings are in line with the findings on the influence of the quality of education services on Trust, which shows that the quality of education services has a positive influence on Trust Learners. Trust High students, affects student loyalty, this is in line with the findings in the previous paragraph which discussed the influence of trust on student loyalty. These findings are in line with previous research that shows that the quality of education services is one of the important factors that can increase customer loyalty. This can be understood because the quality of good educational services can provide satisfaction to students, so that they feel comfortable and at home attending school in that place. This satisfaction can then drive learner loyalty, where they demonstrate a strong commitment to staying in the school and even recommend it to others (Yasin, 2021).

Fourth, the results of the study show that there is an influence of trust mediation between the quality of educational services and student loyalty ($F = 4.23$). Therefore, it can be concluded that the quality of education services is an important factor that can increase student loyalty through increasing trust first. This can be understood through the following analysis: Good quality of educational services will increase students' trust in the school. This has been discussed in the previous section, where this trust is based on several factors, such as trust in teacher competence (82% of students stated that they believe that teachers have good competence in teaching), trust in the quality of facilities and infrastructure (79% of students stated that they are satisfied with the quality of facilities and infrastructure available at school), and trust in the school's programs (75% of students stated that they believe that the programs offered by the school are beneficial to them). Then, high trust in the school will increase student loyalty. This has also been discussed in the previous section where student loyalty is based on several factors including the desire to continue attending the same school (86% of students stated that they want to continue attending this school until graduation), willingness to recommend the school to others (84% of students stated that they are willing to recommend the school to others), pride of being part of Private Junior High School "X" (80% of students stated that they were proud to be part of the school). Furthermore, the results of the study show that there is an influence of trust mediation between the quality of educational services and student loyalty. This means that the quality of good educational services will increase students' trust in the school and high trust in the school will increase student loyalty.

CONCLUSION

Overall, this study shows that the quality of education services and trust have a significant influence on student loyalty. Each loyalty indicator shows that there is a fairly good level of satisfaction among learners, although there is still room for improvement, especially when it comes to recommending services to others. Educational institutions need to continue to strive to improve the quality of services and build stronger trust with students, so that they can maintain and increase their loyalty in the future.

The following are some conclusion points that can be drawn from this study: (1) The quality of education services has a positive and significant influence on trust with a total influence of 70.9%. (2) The quality of educational services has a positive and significant influence on student loyalty in Private Junior High School (SMP) "X" Bandung City with a total influence of 64.8%. (3) Trust has a positive and significant influence on student loyalty in Private Junior High School (SMP) "X" Bandung City with a total influence of 31.6%. (4) The quality of educational services has a positive and significant influence on student loyalty mediated by trust in Private Junior High School (SMP) "X" Bandung City with a total influence of 96.3%.

Researchers have several suggestions. First, in improving the quality of educational services, schools must focus on improving the reliability dimension through service consistency, ensuring a structured curriculum and learning program, and improving school facilities. Second, building a more effective communication system between schools, teachers, and parents, responding quickly to complaints and suggestions, and utilizing information technology to improve service efficiency. Third, strengthen school security, improve student discipline, and improve communication with parents. In addition, building and increasing trust can be done by improving communication and interaction with stakeholders, developing innovative programs, and strengthening cooperation with external parties. Finally, increasing student loyalty through engaging after-school programs, building a strong alumni network, rewarding outstanding students, and promoting the school through various media.

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