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THE ROLE OF STUDENT SATISFACTION IN MEDIATING THE INFLUENCE OF BRAND IMAGE AND SERVICE QUALITY OF ENGLISH LANGUAGE COURSES IN MAKASSAR ON STUDENT LOYALTY

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ABSTRACT

This research uses student happiness as a mediator to evaluate how brand image and service quality affect student loyalty. Quantitative research was used, and SEM with Partial Least Square (PLS) was used to examine the data. This study's independent variables include brand image and service quality, while student loyalty and satisfaction are the dependent and mediating factors. An online Google Form quiz used a Likert scale to gather data. Purposive sampling was used to choose 77 Makassar English Grammar Institute pupils. Student satisfaction mediates the favorable and substantial effects of brand image and service quality on student loyalty.

Keywords: Brand Image, Service Quality, Customer Satisfaction, Customer Loyalty

INTRODUCTION

Education shapes human resources and promotes country growth (Indy et al., 2019; Shelina & Panjaitan, 2023). A high-quality education system enables individuals to reach their full potential, thereby enhancing national competitiveness. However, Indonesia continues to face challenges in this sector. According to the 2023 World Population Review, Indonesia ranks 58th out of 87 countries in global education performance, reflecting a significant gap in meeting international standards (Muzakir & Susanto, 2023; Mardiyah et al., 2021).

One essential aspect of educational improvement is English language proficiency, which is increasingly important in the global context of communication, technology, and academic exchange (Lubis et al., 2024). Despite its importance, Indonesia's English Proficiency Index remains low, ranking fifth among eight Southeast Asian countries (Rizaty, 2023). City-level disparities are also evident Surabaya leads with a score of 546, while Makassar lags behind at 458 (Rosa, 2022). In response to these challenges, non-formal institutions have emerged as alternatives to formal education, particularly in English language instruction (Widyastuti et al., 2020).

English Grammar Institute (EGI), founded in 2005 in Makassar, South Sulawesi, is one such non-formal institution. It offers structured grammar-based English courses across four levels Beginner, Elementary, Intermediate, and Advanced targeting students from elementary to university levels. While EGI has maintained stable enrollment over the years, student retention between Intermediate and Advanced levels remains below expectations. This drop is often due to academic transitions, time constraints, or a preference for institutions that provide standardized test preparation such as TOEFL or IELTS.

Previous research has demonstrated that brand image, service quality, and satisfaction affect student loyalty. For instance, Djafar et al. (2022) and Alves et al. (2022) discovered that brand image and service quality strongly affect student loyalty, with satisfaction mediating. Rosalia & Lestariningsih (2021) and Doan (2021) stressed the importance of service excellence in long-term commitment. However, Moslehpour et al. (2020) and Murtiningsih et al. (2021) found that these correlations vary, suggesting that varied educational situations need further study.

The Stimulus-Organism-reaction (S-O-R) theory underpins this research, which considers brand image and service quality as external stimuli, student happiness as the internal state (organism), and loyalty as the behavioral reaction. A pre-survey of EGI students found that grammar-focused branding and consistent service delivery boost satisfaction and course continuance. Thus, this study explores how brand image and service quality effect student satisfaction and loyalty. The findings may assist EGI and other schools enhance service, student experience, and retention in a competitive education environment.

LITERATURE REVIEW

The Hovland, Janis, and Kelly (1953) S-O-R paradigm, revised by Mehrabian and Russell (1974), is this research's Grand Theory. The S-O-R model describes how external stimuli (S) affect interior states (O) and behavioral responses (R). This research uses brand image and service excellence as external stimuli. These variables influence student happiness, which fosters student loyalty (Nagoya et al., 2021; Nurrohman, 2023). This paradigm allows a methodical study of how service-related elements affect educational emotional responses and behavior.

Brand Image

Consumer impression and associations of a brand are called brand image (Sulikah et al., 2021; Dam & Dam, 2021). Brand appraisal is influenced by accumulated perceptions, beliefs, and experiences (Mbete & Tanamal, 2020). A good brand image in educational institutions may boost credibility, trust, and student engagement (Mehta & Tariq, 2020; Krisbiyanto & Nadhifah, 2022). Aaker (Haitao, 2022) divides brand image into recognition, reputation, and affinity.

Quality Service

Quality is how well a service fulfills or exceeds client expectations (Erinawati & Syafarudin, 2021; Ramya et al., 2019). Quality service enhances instruction and keeps students engaged (Cesariana et al., 2022; Effendy, 2021). Nunkoo et al. (2020) describe service quality as tangibles, reliability, responsiveness, assurance, and empathy.

Customer Satisfaction

Student satisfaction is how well educational expectations are met. Service, perceived value, and institutional image affect it (Alves et al., 2022). Happy pupils are more likely to stay and promote the school (Djafar et al., 2022). Hawkins and Lonney (Herman, 2022) include expectation compliance, readiness to recommend, and want to return as satisfaction factors.

Customer Loyalty

Customer loyalty is a strong commitment to continually use or buy a company's goods or services (Lovelock et al., 2011; Aryamti & Suyanto, 2019). It shows consumers' persistent repurchase and support of favorite goods and services (Kotler & Keller, 2016; Firmansyah & Haryanto, 2019). Education loyalty refers to students' choice to continue studying programs. Four metrics assess consumer loyalty, according to Omoregie et al. (2019): (1) repeat purchases despite appealing competition alternatives, (2) readiness to spend more on firm items or services, and (3) honest performance feedback.

RELATIONSHIP BETWEEN VARIABLES AND HYPOTHESIS

The Effect of Brand Image on Student Satisfaction

Positive brand image shapes expectations and builds trust, increasing satisfaction. Brand image positively affects satisfaction, according to Djafar, Alves, and Darmadi (2021). In contrast, Triono and Khalid (2023) discovered different findings.

H1: Brand image has a significant effect on student satisfaction.

The Effect of Service Quality on Student Satisfaction

Educational institution satisfaction depends on service quality. Students are happier when services surpass expectations (Qomariah et al., 2020; Rosalia & Lestariningsih, 2021; Doan, 2021). Some research, like Rahmah (2020), identified a downside.

H2: Service quality has a significant effect on student satisfaction.

The Effect of Student Satisfaction on Student Loyalty

Institutions depend on customer loyalty, which may be generated via satisfaction. Satisfied students use services and reenroll more often (Tjiptono, 2016). Hassan and Shamsudin (2019), Widyastuti and Sutrisno (2022), and Qomariah et al. (2020) found that contentment increases loyalty.

H3: Student satisfaction has a significant effect on student loyalty.

The Effect of Brand Image on Student Loyalty

Strong brand images raise client expectations and trust, increasing loyalty. Positive perceptions of an institution increase student loyalty (Larasati & Suryoko, 2020). Har and Ramasamy (2022) and Mehta and Tariq (2020) identified a link between brand image and loyalty.

H4: Brand image has a significant effect on student loyalty.

The Effect of Service Quality on Student Loyalty

High-quality service keeps pupils. Student loyalty increases when expectations are satisfied (Qomariah et al., 2020). Rosalia and Lestariningsih (2021) found that service quality increases loyalty, but Handayani et al. (2021) found the opposite.

H5: Service quality has a significant effect on student loyalty.

The Mediating Effect of Student Satisfaction on the Relationship Between Brand Image and Student Loyalty

Brand image may affect loyalty directly via satisfaction mediates brand image and loyalty, according to Alves, Djafar, and Rahmah 2020.

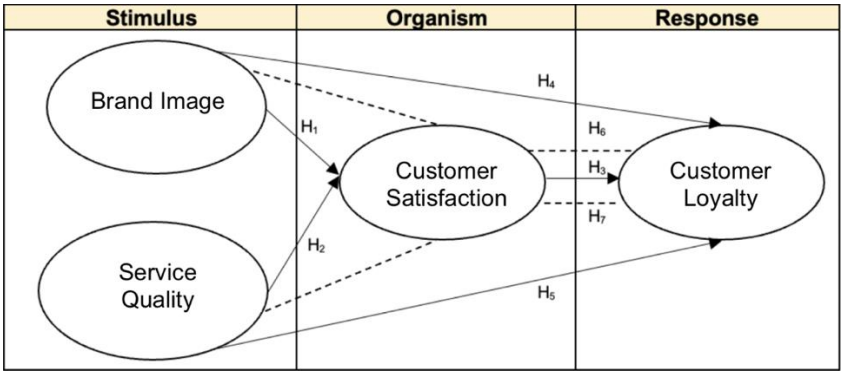
H6: Brand image has a significant effect on student loyalty through student satisfaction.

The Mediating Effect of Student Satisfaction on the Relationship Between Service Quality and Student Loyalty

Quality and contentment increase customer loyalty. Satisfaction substantially affects service quality and loyalty, according to Subawa and Sulistyawati (2020), Borishade (2021), Pratiwi (2022), Wijayanti (2023), and Sandjaya (2020).

H7: Service quality has a significant effect on student loyalty through student satisfaction.

Figure 1. Research Analysis Model



Source Data: processed researcher

This research uses S–O–R. Brand Image (X1) and Service Quality (X2) affect Student Satisfaction (Z). This inherent circumstance affects Y student loyalty. The study paradigm evaluates direct and indirect (mediated) effects to examine these variables' linkages. Satisfaction modulates brand image and service quality's loyalty impacts. This integrated research evaluates institutional image and service performance on competitive education loyalty.

RESEARCH METHODS

This quantitative study examined how brand image and service quality affect student loyalty via student happiness. Quantitative research tests variables using numerical data in an organized manner (Burhan et al., 2022;

Kusumastuti, 2020). English Grammar Institute (EGI), a non-formal English education institution in Makassar, South Sulawesi, Indonesia, hosted the study. Since the researcher knows the institution well, the venue was chosen to better understand student–institution relations. Data collecting occurred from February to June 2024.We studied 332 EGI students over the research period. Purposive sampling was used to choose individuals based on specified criteria. The requirements were (1) EGI English course enrollment, (2) senior high school or university enrollment, and (3) 16 years or older. These requirements guaranteed participants were mature enough to respond meaningfully and reflect on their learning. Slovin's algorithm estimated 76.85 respondents, rounded to 77. Primary data comes from surveys and secondary data from books, articles, academic journals, and respected statistics institutions. The survey included brand image, service quality, student satisfaction, and loyalty. Masruroh et al. (2023) evaluated all questionnaire items on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Variance-based SEM–PLS was used to analyze complex multivariate models. SEM examines structural models and measurements simultaneously utilizing route and factor analysis (Harahap, 2020; Tabelessy, 2021). Analysis using SmartPLS. The analysis has two phases: (1) Measurement Model (Outer Model): Convergent, discriminant, and reliability tests occurred here. (2) Structural Model (Inner Model): R-square, F-square, path coefficients, t-statistics, and bootstrapped mediation tests were performed.

RESULT AND DISCUSSION

Google Forms enabled the needed 77 responders to complete an online questionnaire. After screening to meet requirements, all individuals were confirmed as active English Grammar Institute (EGI) students. After reaching the goal number, respondents were categorized by demographics: Age, gender, education, and EGI enrollment duration.

Table 1. Respondent Profile Based on Age

Age	Frequency	Percentage (%)
16 years	18	23.4%
17 years	27	35%
18 years	15	19.5%
19 years	9	11.7%
20 years	8	10.4%
Total	**77**	**100 %**

Source Data: processed researcher

Table 1 reveals that 35.1% of respondents are 17, followed by 16, 18, 19, and 20. This suggests that most participants are Generation Z, recognized for their digital nativity, demand for rapid and responsive services, and use of online evaluations and social media. EGI must ensure digital service quality, timeliness, and individualized learning experiences. Understanding Gen Z's behavior helps EGI improve service, brand image, and student loyalty.

Table 2. Respondent Profile Based on Gender

Gender	Frequency	Percentage (%)
Male	33	42.9%
Female	44	57.1%

Total	**77**	**100 %**

Source Data: processed researcher

Table 2 reveals that 57.1% of responses are female and 42.9% are male, suggesting that most research participants are female. Female students may be more interested in EGI English language classes.

Table 3. Respondent Profile Based on Education

Education	Frequency	Percentage (%)
High School	55	71.4%
University	22	28.6%
Total	**77**	**100 %**

Source Data: processed researcher

Table 3 shows that 71.4% of respondents are high schoolers and 28.6% are university students. EGI presently serves university students and not working professionals, hence the screening question was confined to these two categories.

Table 4. Respondent Profile Based on duration of enrolment at the English Grammar Institute

Duration Of Enrolment	Frequency	Percentage (%)
1 to 2 Years	20	26%
3 to 4 Years	14	18.2%
4 to 5 Years	16	20.8%
More than 5 Years	27	35.1%
Total	**77**	**100 %**

Source Data: processed researcher

Table 4 shows the duration of student enrolments at the English Grammar Institute. Out of 77 respondents, the largest group 27 students (35.1%) has attended courses for more than five years, indicating strong retention and continuity from earlier levels. The second-largest group comprises those enrolled for 1–2 years (26%), followed by students with 4–5 years of participation (20.8%), and the smallest group with 3–4 years (18.2%). These results suggest that most students have remained at EGI for an extended period, reflecting long-term satisfaction and loyalty.

Descriptive Analysis

Table 5. Descriptive Analysis of Brand Image

Items	Mean	STDEV
BI 1	4.195	0.806
BI 2	4.143	0.864
BI 3	4.104	0.831

BI 4	4.091	0.900
BI 5	4.156	0.740
Average	**4.137**	**0.821**

Source Data: processed researcher

In Table 5, the average brand image score is 4.137, suggesting that respondents typically agree with favorable assertions about the English Grammar Institute.Affinity-related items had the lowest standard deviation (0.740), indicating minimal response variability and a constant emotional connection with the brand. Students see a powerful and good brand image.

Table 6. Descriptive Analysis of Service Quality

Items	Mean	STDEV
SQ 1	4.039	0.889
SQ 2	4.156	0.913
SQ 3	4.169	0.796
SQ 4	4.104	0.846
SQ 5	4.195	0.822
SQ 6	4.104	0.862
SQ 7	4.143	0.833
SQ 8	4.169	0.844
Average	**4.134**	**0.850**

Source Data: processed researcher

Table 6 reveals that the average service quality score is 4.134, indicating that respondents approve of the English Grammar Institute's services. The statement about providing lessons on time had the lowest standard deviation (0.796), suggesting high response consistency. In contrast, the highest standard deviation appeared in the statement about the learning environment, reflecting greater variation in respondents' perceptions.

Table 7. Descriptive Analysis of Customer Satisfaction

Items	Mean	STDEV
CS 1	4.182	0.785
CS 2	4.065	0.888
CS 3	4.117	0.720
CS 4	4.117	0.837
Average	4.120	0,807

Source Data: processed researcher

In Table 7, the average customer satisfaction score is 4.120, showing that respondents typically agree with positive claims about English Grammar Institute. In the course recommendation statement, the standard deviation

was 0.720, suggesting consistent responses. Conversely, the highest standard deviation was found in the statement regarding teaching quality, indicating more varied perceptions among respondents.

Table 8. Descriptive Analysis of Customer Loyalty

Items	Mean	STDEV
CL 1	4.182	0.785
CL 2	4.065	0.888
CL 3	4.117	0.720
Average	4.120	0,807

Source Data: processed researcher

Table 8 reveals that the average customer loyalty score is 4.143, suggesting that respondents usually agree with English Grammar Institute loyalty claims. The service value for money statement had the lowest standard deviation (0.779), indicating a high level of response consistency. In contrast, the highest standard deviation was found in the statement regarding feeling appreciated by the institute, reflecting more varied responses.

Evaluation of Outer Model

Evaluation of the measuring model assessed study concept validity and instrument reliability. Convergent, discriminant, and reliability tests were performed.

Table 9. Loading Factor

Variables	Items	Loading Factor	Description
Brand Image (X1)	BI 1	0.842	Valid
	BI 2	0.878	Valid
	BI 3	0.873	Valid
	BI 4	0.811	Valid
	BI 5	0.778	Valid
Service Quality (X2)	SQ 1	0.747	Valid
	SQ 2	0.706	Valid
	SQ 3	0.797	Valid
	SQ 4	0.864	Valid
	SQ 5	0.835	Valid
	SQ 6	0.790	Valid
	SQ 7	0.718	Valid
	SQ 8	0.773	Valid
Customer Satisfaction	CS 1	0.818	Valid
	CS 2	0.883	Valid
	CS 3	0.821	Valid
	CS 4	0.838	Valid
Customer Loyalty	CL 1	0.871	Valid
	CL 2	0.914	Valid
	CL 3	0.903	Valid

Source Data: processed researcher

Based on Table 9, all indicator loading factors are considered convergently valid, as each outer loading value exceeds 0.70. This indicates that all indicators make a significant contribution in explaining the variance of

their respective constructs. Therefore, it can be concluded that the convergent validity test has been successfully fulfilled.

Table 10. Average Variance Extracted (AVE)

	AVE
Brand Image	0.701
Service Quality	0.706
Customer Satisfaction	0.609
Customer Loyalty	0.803

Source Data: processed researcher

Table 10 demonstrates that all study variables had AVEs over 0.50. All indicators fulfill excellent convergent validity standards, demonstrating that each concept explains more than half of its indicators' variation.

Table 11. Cross Loading

Items	X1	X2	X3	X4
BI 1	0.842	0.677	0.698	0.722
BI 2	0.878	0.787	0.795	0.822
BI 3	0.873	0.726	0.769	0.771
BI 4	0.811	0.799	0.814	0.813
BI 5	0.778	0.579	0.662	0.647
SQ 1	0.540	0.747	0.627	0.576
SQ 2	0.633	0.706	0.588	0.616
SQ 3	0.805	0.797	0.740	0.845
SQ 4	0.824	0.864	0.838	0.899
SQ 5	0.728	0.835	0.786	0.811
SQ 6	0.620	0.790	0.591	0.626
SQ 7	0.550	0.718	0.572	0.543
SQ 8	0.568	0.773	0.606	0.608
CS 1	0.766	0.690	0.818	0.808
CS 2	0.812	0.791	0.883	0.838
CS 3	0.674	0.732	0.821	0.734
CS 4	0.758	0.709	0.838	0.695
CL 1	0.832	0.743	0.756	0.871
CL 2	0.846	0.830	0.873	0.914
CL 3	0.761	0.858	0.835	0.903

Source Data: processed researcher

Table 11 demonstrates that all study indicator cross-loading values are more than 0.70, proving discriminant validity. This shows that each indicator loads stronger on its concept than on others, proving discriminant validity across all indicators.

Table 12. Cronbach Alpha and Composite Reliability

Variables	*Cronbach's alpha*	(rho_a)	(rho_c)
Brand Image	0.893	0.898	0.921
Service Quality	0.861	0.864	0.906
Customer Satisfaction	0.908	0.920	0.925
Customer Loyalty	0.878	0.880	0.925

Source Data: processed researcher

Table 12 demonstrates all study variables are reliable. When CA and CR surpass 0.70, signs are internally consistent. This shows that the study's measuring devices are accurate and capture the targeted structures.

Evaluation of Inner Model

R-Square

Table 13. R-Square

Variables	R-Square
Customer Satisfaction	0.843
Customer Loyalty	0.903

Source Data: processed researcher

Table 13 reveals that brand image and service quality explain 84.3% of customer happiness, with 15.7% impacted by additional variables outside the model. 90.3% of customer loyalty variation is explained by brand image and service quality, whereas 9.7% is due to factors not studied.

Table 14. F-Square

Variables	F-Square
Brand Image → Customer Satisfaction	0.546
Service Quality → Customer Satisfaction	0.243
Customer Satisfaction → Customer Loyalty	0.206
Brand Image → Customer Loyalty	0.145
Service Quality → Customer Loyalty	0.262

Source Data: processed researcher

Based on Table 14, the effect size (f-square) values show how strong the influence of each variable is on the related outcome variable. Brand Image has a large effect on Customer Satisfaction, with an f-square value of 0.546, which means that Brand Image plays an important role in increasing customer satisfaction. Service Quality also has a large effect on Customer Satisfaction, with an f-square value of 0.243, showing that better service quality can improve customer satisfaction. In addition, Customer Satisfaction has a large effect on Customer Loyalty, with an f-square value of 0.206, indicating that satisfied customers are more likely to stay loyal to the company. Brand Image has a moderate effect on Customer Loyalty, with an f-square value of 0.145, meaning that a positive brand image can help increase customer loyalty. Meanwhile, Service Quality shows a large effect on Customer Loyalty, with an f-square value of 0.262, suggesting that providing high-quality service is an important factor in building

customer loyalty. Overall, the results show that Brand Image and Service Quality are important factors that influence both Customer Satisfaction and Customer Loyalty.

Table 15. Q-Square

Variables	Q-Square
Customer Satisfaction	0.838
Customer Loyalty	0.876

Source Data: processed researcher

Table 15 illustrates that the research model is predictive since all Q-square values are above zero. The model explains 83.8% of customer satisfaction fluctuation, demonstrating strong predictive relevance. Customer loyalty has a Q-square score of 0.876 (87.6%), suggesting excellent predictive significance. These high Q-square values indicate that the model fits well and can effectively predict the dependent variables.

Hypothesis Testing

Table 16. Path Coefficient

	Original Sample	Sample Mean	Standart Deviation	T-statistics	p-values
Brand Image → Customer Satisfaction	0.571	0.564	0.0094	6.078	0.000
Service Quality → Customer Satisfaction	0.381	0.387	0.094	4.060	0.000
Customer Satisfaction → Customer Loyalty	0.357	0.354	0.127	2.807	0.005
Brand Image → Customer Loyalty	0.288	0.283	0.111	2.587	0.010
Service Quality → Customer Loyalty	0.347	0.354	0.091	3.824	0.000

Source Data: processed researcher

Path coefficient (original sample) values show that all variable correlations are positive in this table. The study found that brand image and service quality boost customer satisfaction by 0.571 and 0.381. Customer satisfaction rises with loyalty (0.357). Brand image (0.288) and service quality (0.347) boost customer loyalty. Data suggests brand image and service quality boost consumer happiness and loyalty.

Table 17. T-Test

	Original Sample	T-statistics	p-values
Brand Image → Customer Satisfaction	0.565	6.035	0.000
Service Quality → Customer Satisfaction	0.288	2.528	0.012
Customer Satisfaction → Customer Loyalty	0.426	3.208	0.001
Brand Image → Customer Loyalty	0.389	4.227	0.000

Service Quality → Customer Loyalty	0.259	2.728	0.006
Brand Image → Customer Satisfaction → Customer Loyalty	0.241	2.761	0.006
Service Quality → Customer Satisfaction → Customer Loyalty	0.166	2.570	0.010

Source Data: processed researcher

Based on Table 17, the hypothesis testing results show that all proposed hypotheses are supported. Brand Image has a significant positive effect on Customer Satisfaction, with a t-statistic value of 6.035, which is higher than the critical value of 1.96, and a p-value of 0.000 ($p < 0.05$). The original sample value of 0.565 also indicates a strong positive relationship, supporting H1. Similarly, Service Quality has a significant positive effect on Customer Satisfaction, as shown by a t-statistic of 4.227, a p-value of 0.000, and an original sample value of 0.389. Therefore, H2 is supported.

Furthermore, Customer Satisfaction has a significant positive effect on Customer Loyalty, with a t-statistic value of 2.528, a p-value of 0.012, and an original sample coefficient of 0.286. These results indicate that higher customer satisfaction leads to greater customer loyalty, supporting H3. Brand Image also has a significant positive effect on Customer Loyalty, with a t-statistic value of 2.528, a p-value of 0.000, and an original sample value of 0.288, confirming support for H4. In addition, Service Quality significantly influences Customer Loyalty, as indicated by a t-statistic value of 2.728, a p-value of 0.012, and an original sample coefficient of 0.259. Thus, H5 is supported.

The mediation analysis also shows significant results. Customer Satisfaction significantly mediates the relationship between Brand Image and Customer Loyalty, with a t-statistic value of 2.761 and a p-value of 0.006 ($p < 0.05$). This finding indicates that a positive brand image can improve customer loyalty through increased customer satisfaction, supporting H6. Likewise, Customer Satisfaction significantly mediates the relationship between Service Quality and Customer Loyalty, with a t-statistic value of 2.570 and a p-value of 0.010 ($p < 0.05$). This result suggests that better service quality enhances customer loyalty by first increasing customer satisfaction. Therefore, H7 is also supported.

DISCUSSIONS

The Influence of Brand Image on Customer Loyalty

Brand image positively and significantly affects client loyalty. A solid brand image helps English Grammar Institute students stay loyal. Recognition, reputation, and affinity (emotional connection) contribute to this impact. Most answers were 17-year-old high school students who had attended EGI for over five years, showing dedication and trust. These results support Har and Ramasamy (2022), Mehta and Tariq (2020), and Larasati and Suryoko (2020) conclusions that brand image builds loyalty. The S-O-R framework states that a strong brand image (stimulus) impacts pupils' perceptions and emotions (organism), which leads to loyal behavior. Through continuous service and transparent communication, EGI should improve its brand image.

The Influence of Service Quality on Customer Loyalty

The research also reveals that service quality greatly boosts consumer loyalty. Students stay with EGI because of core service aspects including appearance, dependability, responsiveness, certainty, and empathy. Many respondents have worked with EGI for over five years, indicating contentment and confidence. These results support Qomariah et al. (2020) and Rosalia and Lestariningsih (2021) conclusions that service quality drives loyalty. High service quality (stimulus) improves pupils' internal assessments (organism) and fosters long-term loyalty. To build loyalty, strong service standards are necessary.

The Influence of Brand Image on Customer Loyalty through Customer Satisfaction

Through consumer happiness, brand image indirectly affects loyalty. Positive brand image boosts satisfaction and loyalty. High recognition, reputation, and emotional appeal help EGI mediate. This supports Djafar et al. (2020) and Rahmah (2020) findings that contentment mediates. Brand image (stimulus) influences satisfaction (organism), which encourages loyalty (response). Maintaining a good brand image will assist retain customer happiness and loyalty.

The Influence of Service Quality on Customer Loyalty through Customer Satisfaction

Final findings reveal that service quality greatly affects loyalty via satisfaction. Customer satisfaction and loyalty increase with a clean, supportive learning environment, attentive personnel, and dependable training. Borishade, Pratiwi, and Wijayanti (2021–2023) also emphasize satisfaction's mediating function. The S-O-R hypothesis states that service quality (stimulus) impacts contentment (organism), which leads to loyalty (response). Thus, service delivery improvements are essential to student commitment.

CONCLUSIONS AND PRACTICAL IMPLICATIONS

This study reveals that brand image and service quality strongly impact English Grammar Institute student satisfaction and loyalty directly and indirectly affected customer happiness and loyalty. These findings show that student engagement and retention depend on a strong institutional image and great service quality. EGI may promote its English grammar education and teaching innovation on Instagram, Facebook, and YouTube to boost its brand image. Flexible, interactive online courses with pre-class videos may improve accessibility and engagement. Additionally, providing ongoing teacher training and upgrading classroom facilities and educational tools will reinforce the school's credibility. In terms of service quality, EGI has demonstrated strong responsiveness and reliability, as reflected in student agreement regarding prompt support and timely delivery of lessons. To maintain these strengths, the institute should conduct regular teacher evaluations, enforce structured schedules, and deliver relevant, engaging content. These steps will help secure high levels of satisfaction and loyalty, supporting EGI's position as a leading provider of English language education.

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