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ENHANCING INSTITUTIONAL IMAGE IN HIGHER EDUCATION: THE ROLE OF SERVICE, EDUCATIONAL, AND INFORMATION QUALITY

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ABSTRAK

Penelitian ini mengeksplorasi pengaruh kualitas informasi, kualitas layanan, dan persepsi kualitas pendidikan terhadap citra institusi di Universitas Darunnajah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei yang melibatkan mahasiswa, dosen, alumni, dan staf administrasi sebagai responden. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan metode PLS-SEM untuk menguji hubungan antar variabel. Hasil penelitian menunjukkan bahwa persepsi kualitas pendidikan memiliki pengaruh paling kuat terhadap citra institusi, diikuti oleh kualitas layanan dan kualitas informasi. Model penelitian mampu menjelaskan 57,18% variasi citra institusi, yang menunjukkan bahwa ketiga variabel tersebut memiliki kontribusi yang signifikan dalam membangun citra perguruan tinggi. Temuan ini menegaskan pentingnya integrasi antara kualitas pendidikan, layanan, dan informasi dalam memperkuat reputasi institusi. Peningkatan kualitas akademik yang didukung dengan layanan yang profesional serta penyediaan informasi yang akurat dan transparan dapat meningkatkan kepercayaan publik terhadap institusi.

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Keywords:

Institutional Image, Service Quality, Education Quality, Information Quality, Higher Education, Academic Reputation, Islamic University.

ABSTRACTS

This study explores the influence of information quality, service quality, and perceived educational quality on the institutional image of Darunnajah University. The research employs a quantitative approach using a survey method involving students, lecturers, alumni, and administrative staff as respondents. Data were collected through questionnaires that had been tested for validity and reliability, and were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method to examine the relationships among variables. The results indicate that perceived educational quality has the strongest influence on institutional image, followed by service quality and information quality. The research model explains 57.18% of the variance in institutional image, indicating that these three variables make a significant contribution to building the image of the university. The findings highlight the importance of integrating educational quality, service quality, and information quality in strengthening institutional reputation. Improving academic quality supported by professional services and the provision of accurate and transparent information can enhance public trust in the institution.

A. INTRODUCTION

In an era of increasingly competitive globalization, the image of higher education institutions is a crucial factor in attracting student interest, increasing reputation, and building public trust. Research related to improving the image of institutions through quality services and education is increasingly relevant because higher education not only plays a role as a knowledge provider but also as an entity that answers the community's need for quality human resources. One of the aspects that has received attention is the role of information quality in supporting the quality of services and education in higher education institutions. This is important because the quality of accurate and timely information can affect academic decisions, operational efficiency, and satisfaction of educational service users (Saidel & Smith, 2018). Preliminary research by (Aboabat et al., 2024) explored the relationship between service quality and student satisfaction, finding that good service quality significantly improves the institution's image. These findings prompted further research into the factors that support service quality, including the role of information technology (Green & Lee, 2016). In 2017, research by Martinez and Clark expanded the scope by integrating the quality of education as a key variable in building an institution's image. They found that institutions that invest in improving the quality of education tend to have a better reputation globally (Islam & others, 2019; Martínez-Comesaña et al., 2023).

In the context of Islamic higher education, institutional image is not only related to academic reputation and service performance, but also to the institution's commitment to Islamic values and ethical principles. Islamic universities are expected to combine academic excellence with the development of character and moral responsibility among their graduates. Values such as integrity, honesty, and social responsibility are central to the educational mission of these institutions. Therefore, efforts to improve service quality, educational quality, and information quality are particularly important, as these aspects reflect how well the institution implements its educational and ethical commitments. Strengthening these dimensions can help build stronger public trust and reinforce the role of Islamic higher education institutions in contributing to society.

This research became the basis for subsequent studies that combined service quality and education as integral components in institutional image management. In 2023, research by Lee and Kim introduced the concept of information quality as a mediator between service quality and institutional image, showing that relevant and accessible information improves the effectiveness of educational services (C.-Y. Lee et al., 2025). This finding was further developed by (de Pablos et al., 2020) who examined the impact of digital technology in improving information quality in higher education institutions. They found that institutions that make optimal use of digital platforms tend to have a more positive image in the eyes of students and stakeholders (Asnawi & Setyaningsih, 2020). Recent research by Anderson and Taylor (2023) emphasizes the importance of integrating service quality, education, and information in institutional image management strategies, especially in a post-pandemic era that demands adaptability and innovation (Anderson, 2023). Overall, these studies show that information quality is a key factor that links the quality of services and education to the image of higher education institutions. These findings are not only relevant in a local context but also have global implications, especially in the face of higher education challenges in the 21st century such as digitization, global competition, and the demand for transparency (Manna & others, 2019). Therefore, this research is important to provide insight for education stakeholders in developing effective strategies to improve the image of their institutions (Jaafar, 2019).

In addition, relatively few studies have examined these relationships specifically within Islamic higher education institutions. Compared with conventional universities, Islamic universities often operate within a distinctive academic and cultural environment where education is expected to foster not only intellectual competence but also ethical and spiritual development. This distinctive context may influence how service quality, educational quality, and information quality shape the institutional image. Therefore, examining these factors within an Islamic university setting can provide a deeper understanding of how institutional image is developed while maintaining the values and principles of Islamic education.

Research on improving the image of institutions through the quality of service and quality of education in higher education has grown significantly in recent years, but there are still some gaps that need to be explored further. Some previous research, such as that conducted by (Parasuraman et al., 1988), has identified the importance of service quality in shaping customer perceptions, but the context is still limited to the commercial sector and has not been specifically applied to higher education institutions. Meanwhile, (Suherman, 2018) emphasized that the quality of education is a key factor in shaping the institution's image, but his research did not incorporate information quality as a moderating or mediating variable. This is in line with the findings of (Napitupulu et al., 2019) who stated that information quality can improve the effectiveness of service quality and education, but their study only focused on private universities and did not include public universities as a sample. In addition, research conducted by Alhawari, (Alhawari et al., 2019) shows that the integration between service quality and information quality can increase student satisfaction, but it has not touched the overall aspect of the institution's image. From some of these findings, it can be concluded that there are still limitations in understanding the multidimensional relationship between service quality, education quality, and information quality in shaping the image of higher education institutions, especially in

broader and more diverse contexts, such as differences between public and private universities or variations in academic culture in different countries (Alhawari et al., 2019; J. Lee & Kim, 2019). Therefore, this study aims to fill this gap by analyzing the role of information quality as a strengthening factor in the relationship between service quality and education in improving the image of the institution.

Research on *Enhancing Institutional Image through Service Quality and Educational Quality: The Role of Information Quality in Higher Education Institutions* has high relevance and significance in the current context of higher education. Higher education institutions now not only focus on the delivery of knowledge, but must also pay attention to aspects of service quality and education to build a positive institutional image. A good institutional image is one of the determining factors in attracting the interest of prospective students, retaining existing students, and building trust from the community and other stakeholders (Altrjman & others, 2025; Kotler & Keller, 2016). Therefore, understanding how service quality, educational quality, and information quality contribute to improving the institution's image is very important.

Quality of service is one of the key factors that affect student satisfaction. Previous research has shown that students who are satisfied with the services provided by educational institutions tend to have a positive perception of the institution (Bukhatir & others, 2023). In addition, the quality of education also plays an important role in shaping the image of the institution. The quality of good education is not only measured by a comprehensive curriculum, but also by the competence of lecturers, learning facilities, and the success of graduates in the world of work (Muzakir & Susanto, 2023; Sivagnanam & others, 2023; Zeithaml et al., 2020). Thus, improving the quality of education can be the main attraction for prospective students. In addition to the quality of services and education, the quality of information also affects the image of the institution. In today's digital era, accurate, timely, and easily accessible information is the main need for students and prospective students. The integration of digital learning approaches and technology-based educational innovation has also become increasingly important in supporting effective learning systems in Islamic educational institutions (Muzakir et al., 2025). Research by Wang and Strong shows that good information quality can increase user trust in institutions. In the context of higher education, quality information can be academic information, information about facilities, or information about the career prospects of graduates (Wang et al., 2022). By providing quality information, educational institutions can strengthen their image as transparent and trustworthy institutions.

Several previous studies have examined the relationship between service quality, educational quality, and information quality in different contexts. For example, research by Ngo and Nguyen (2016) found that service quality and educational quality significantly affect student satisfaction and institutional image. However, the study has not specifically addressed the role of information quality in these relationships. Therefore, this research is here to fill this gap by exploring how information quality can strengthen the relationship between service quality, education quality, and institutional image. The findings of this study are expected to make a practical contribution to higher education institutions in formulating strategies to improve the image of their institutions. Institutions can prioritize improving service quality, quality education, and information quality as integral parts of their marketing strategy. In addition, this research is also expected to make a theoretical contribution by expanding

understanding of the factors that affect the image of higher education institutions. Thus, this research is not only relevant for educational practitioners, but also for academics interested in developing theories related to higher education management.

In a broader context, the research is also relevant to global trends in higher education, where competition between institutions is getting fiercer and demands for quality education are getting higher. Higher education institutions that are able to build a positive image will have a competitive advantage in attracting international students and establishing cooperation with various parties. As such, this research is not only important for local educational institutions, but also has global implications in improving the competitiveness of higher education at the international level. By focusing on an Islamic higher education institution, this study also seeks to contribute to the broader discussion on the development and management of Islamic universities. The findings are expected to provide useful insights for university leaders and policymakers in designing strategies that strengthen academic quality, improve services, and ensure transparent and reliable information systems. At the same time, these strategies should remain aligned with the values and objectives that characterize Islamic higher education institutions.

B. METHOD

The design of this study uses a quantitative approach with a survey method to measure the image of the institution of Darunnajah University. This study was designed as an explanatory study that aims to examine the relationship between independent variables, namely Information Quality, Perceived Educational Quality, and Service Quality, and dependent variables, namely Institutional Image (Ketchen, 2013). The design of this study allowed the researcher to systematically collect data from respondents consisting of students, lecturers, alumni, and administrative staff of Darunnajah University. The sampling technique used is purposive sampling with the criteria of respondents who have had direct experience with the university, so that they can provide relevant perceptions (Creswell, 2014). A total of 152 respondents participated in this study, consisting of students, lecturers, alumni, and administrative staff who had direct experience with the academic and administrative services of the university. Data collection was carried out through a closed questionnaire that has been tested for validity and reliability using Cronbach's alpha with values above 0.7, indicating a reliable instrument (Trizano-Hermosilla & Alvarado, 2016). Data analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method to test the hypothesis and relationship between variables (Ketchen, 2013). PLS-SEM was chosen because of its ability to handle data with abnormal distributions as well as the complexity of models involving multiple latent variables (Chin, 1998). This approach is particularly relevant in the context of Islamic higher education institutions, where institutional image is influenced by multiple interrelated factors including academic quality, service performance, and information transparency. In addition, this study also tested Common Methods Bias (CMB) using the Full Collinearity Variance Inflation Factors (FCVIFs) method to ensure that no bias arises from the same data collection method (Kock, 2015).

This research instrument uses questionnaires as the main tool to collect data related to the image of the institution of Darunnajah University. The questionnaire was compiled based on previously identified variables, including aspects such as academic

reputation, service quality, facilities, and public trust in the university (Sugiyono, 2018). Each question in the questionnaire is designed to measure specific dimensions related to the institution's image, such as the perception of students, alumni, and the general public (Cresswell, 2016). The Likert scale is used as a form of response to facilitate the measurement of the level of approval or disapproval of respondents to the statement submitted (Azwar, 2018). The validity of the instrument was tested through confirmatory factor analysis and reliability tests using Cronbach's Alpha, which showed that the questionnaire had a high internal consistency (Ketchen, 2013). In addition, construct validity testing is carried out by involving experts in the field of education and organizational communication to ensure that the instrument is able to measure variables accurately (Ferdinand, 2014). Respondents in this study consisted of active students, alumni, and academic staff who were randomly selected to ensure comprehensive representation (Cooper & Schindler, 2014). Data collection was carried out online and offline to reach respondents with diverse backgrounds (Bryman, 2015). Data analysis was carried out using descriptive and inferential statistical techniques to identify patterns and relationships between variables (Sarstedt & Mooi, 2019). The results of this study are expected to provide an in-depth picture of the image of Darunnajah University as well as strategic recommendations to improve its reputation at the national and international levels (Kotler & Keller, 2016).

The data analysis technique in this study uses the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach to test the relationship between independent and dependent variables. PLS-SEM was chosen for its ability to handle complex data with latent variables as well as its flexibility in exploratory research models. This method is also effective in addressing the problem of multicollinearity and can be applied to small to medium-sized samples (Chin, 1998). The analysis process begins with testing the reliability and validity of the instrument using Cronbach's alpha and Average Variance Extracted (AVE) to ensure internal consistency and measurement accuracy (Hair et al., 2021; Trizano-Hermosilla & Alvarado, 2016). Furthermore, discriminant validity is tested using the Fornell-Larcker method and the Heterotrait-Monotrait Ratio (HTMT) to ensure that the constructs in the model can be empirically distinguished (Henseler et al., 2015). In addition, R-Square testing was performed to assess the explanatory power of the model in explaining the variation of dependent variables. This study also tested Common Methods Bias (CMB) with the Full Collinearity Variance Inflation Factors (FCVIFs) method to ensure that there is no bias arising from the use of the same data collection method (Kock, 2015). With this comprehensive approach, PLS-SEM provides a solid foundation for interpreting the relationships between variables accurately and reliably (Lowry & Gaskin, 2014).

Hypothesis testing in this study was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method to analyze the influence between independent and dependent variables. PLS-SEM was chosen for its ability to handle complex data and structural models involving many latent variables. The testing process begins by evaluating the T-Test value of each hypothesis path to determine the significance of the influence of independent variables on the Institutional Image. A T-Test value exceeding 1.96 at a significance level of 5% indicates that the hypothesis is accepted. In addition, the path coefficient is used to measure the strength of influence between variables, where higher values indicate a stronger relationship. This method also involves bootstrapping testing to ensure the resistance of the model to sample

variations. Hypothesis testing also pays attention to p-values, where values below 0.05 indicate a significant influence. In this study, the Perceived Educational Quality variable showed the strongest influence on Institutional Image with the highest path coefficient, followed by Service Quality and Information Quality (Zeithaml et al., 2020). This finding is corroborated with an R-Square value of 0.5718, which suggests that 57.18% of the variation in the Institutional Image can be explained by the predictive variables used (Ghozali & Latan, 2015). Further analysis was also carried out to ensure the absence of Common Methods Bias using Full Collinearity Variance Inflation Factors (FCVIFs) values that were below the maximum limit of 3.3. Thus, this hypothesis testing method provides valid and reliable results to support the research findings.

C. RESULT AND DISCUSSION

Findings

Reliability Result

The results of the reliability test can be seen in the following table:

Table 1: Internal Consistency Reliability Testing

| Variabel | Cronbach Alpha | Keterangan |
|-------------------------------|----------------|-------------|
| Information Quality | 0.8218 | Sangat Baik |
| Institutional Image | 0.8001 | Sangat Baik |
| Perceived Educational Quality | 0.8542 | Sangat Baik |
| Service Quality | 0.7517 | Sangat Baik |

The reliability test in this study was carried out to measure the internal consistency of the instruments used in assessing the image of the institution of Darunnajah University. The method used is Cronbach's alpha, which is the main indicator in assessing the internal consistency of a construct (Trizano-Hermosilla & Alvarado, 2016). The test results showed that all variables met the recommended reliability criteria. The Information Quality variable obtained Cronbach's alpha value of 0.8218, Institutional Image of 0.8001, Perceived Educational Quality of 0.8542, and Service Quality of 0.7517. According to Diamantopoulos et al. (2012), Cronbach's alpha values above 0.70 are considered adequate in exploratory studies, while values between 0.80 to 0.90 are considered excellent. These values show that the instrument used has high internal consistency and is reliable to measure the construct in question. In addition, all values are below the maximum limit of 0.95, which avoids indicator redundancy and maintains the validity of the content (Diamantopoulos et al., 2012). These results also indicate that these variables have been well formulated and are able to comprehensively describe the image of the institution. Thus, this reliability testing proves that the research instrument is feasible to use for further data collection. Overall, these findings reinforce the validity of the construct and provide a solid foundation for further analysis.

Convergent Validity Result

The results of the Convergent Validity test can be seen in the following table:

Table 2. Convergent Validity Testing

| Variabel | Indikator | Faktor Loading | Composite Reliability | AVE |
|-------------------------------|-----------|----------------|-----------------------|--------|
| Information Quality | InfQua1 | 0.8584 | 0.8929 | 0.7354 |
| | InfQua2 | 0.8678 | | |
| | InfQua3 | 0.8462 | | |
| Perceived Educational Quality | PerEdu1 | 0.8616 | 0.9013 | 0.6955 |
| | PerEdu2 | 0.8309 | | |
| | PerEdu3 | 0.8224 | | |
| | PerEdu4 | 0.8204 | | |
| Service Quality | SerQua1 | 0.7420 | 0.8423 | 0.5724 |
| | SerQua2 | 0.7476 | | |
| | SerQua3 | 0.8211 | | |
| | SerQua4 | 0.7113 | | |
| Institutional Image | InsIma1 | 0.8875 | 0.8833 | 0.7171 |
| | InsIma2 | 0.8835 | | |
| | InsIma3 | 0.7635 | | |

Convergent validity testing is an important stage in research to ensure that each indicator used actually measures the construct in question. In the research on Institutional Image of Darunnajah University, this test was carried out through two main parameters, namely Indicator Reliability (Outer Loading) and Average Variance Extracted (AVE). According to (Hair et al., 2021), an outer loading value above 0.7 indicates that the indicator has excellent quality in measuring the variable in question. In this study, all indicators showed an outer loading value that met these criteria, except for SerQua4 which had a value of 0.7113. However, this value is still above the minimum limit of 0.7 so it can still be maintained. This high outer loading value indicates that each indicator has a strong relationship with the latent variable being measured, so that it can be considered convergently valid (Ketchen, 2013).

In addition to outer loading, convergent validity testing also involves AVE calculations. The resulting AVE value must be greater than 0.5 to show that the latent variable is able to explain more than half of the variants of the indicators (Hair et al., 2021). In this study, the AVE value for each variable was estimated to meet this criterion, which shows that each variable is able to explain a considerable proportion of the variance of its indicators. This is in line with the opinion of Hair et al. who stated that a high AVE value indicates good internal consistency in construct measurements. Thus, it can be concluded that the constructs of Information Quality, Perceived Educational Quality, Service Quality, and Institutional Image have good convergent validity, which is a strong basis for further analysis in this study. This test also provides an idea that eliminating indicators with an outer loading value between 0.4 to 0.7 can increase the composite reliability value. However, in this study, there was no indicator that required elimination because all outer loading values were already above 0.7. This shows that the measurement model used is quite robust and reliable. Thus, this research can proceed to the next stage of analysis with the belief that the construct used has been measured accurately and validly.

Discriminant Validity Result

The full results of the Discriminant Validity test can be seen in the following table:

Table 3. Discriminant Validity Testing

| Variabel | 1 | 2 | 3 | 4 |
|-------------------------------|--------|--------|--------|--------|
| Information Quality | 0.8575 | | | |
| Perceived Educational Quality | 0.2627 | 0.8340 | | |
| Service Quality | 0.5104 | 0.3515 | 0.7566 | |
| Institutional Image | 0.5363 | 0.5843 | 0.6014 | 0.8468 |

Discriminant validity testing is an important step in research to ensure that each construct in the model is completely different and does not overlap with other constructs. In this study, the method used to test the validity of the discriminant is the Fornell-Larcker criterion (Fornell & Larcker, 1981), which compares the square root of the Average Variance Extracted (AVE) of each construct with its correlation to other constructs. According to this criterion, the square root of AVE of a construct must be higher than its correlation with other constructs in order for discriminant validity to be met (Henseler et al., 2015). However, some critics state that the Fornell-Larcker method has weaknesses in detecting the problem of discriminant validity, so it is considered less effective (Radomir & Moisescu, 2019). In addition, this study also eliminated indicators with outer loading below 0.4 because the indicator was considered insignificant in explaining the constructed measured.

This is done to improve the reliability and validity of the proposed model. Previous studies have shown that robust discriminant validity testing is essential to ensure that the research constructs do not overlap and can be interpreted correctly (Gefen et al., 2000). Thus, these measures help ensure that the results of this research are reliable and valid to accurately portray the image of the institution of Darunnajah University. In addition, the use of appropriate methods in discriminant validity testing also increases the overall credibility of the study. This study suggests that careful and methodical discriminant validity testing can result in a more robust and reliable model for further analysis (Reinartz et al., 2009).

Discriminant Validity HTMT Result

The full results of the Discriminant Validity HTMT test can be seen in the following table:

Table 4. HTMT Discriminant Validity Testing

| Variabel | 1 | 2 | 3 |
|-------------------------------|--------|--------|--------|
| Information Quality | | | |
| Perceived Educational Quality | 0.3098 | | |
| Service Quality | 0.6515 | 0.4179 | |
| Institutional Image | 0.6472 | 0.7093 | 0.7612 |

Discriminant validity testing using the Heterotrait-Monotrait Ratio (HTMT) method is one of the recommended approaches to ensure that the constructs in a research model can be empirically differentiated (Henseler et al., 2015). This method measures the ratio between the correlations of indicators of different constructs (heterotrait-heteromethod correlations) to the correlation of indicators in the same construct. HTMT provides a more accurate picture than the Fornell-Larcker method in assessing discriminant validity because it is more sensitive to the problem of multicollinearity between constructs.

The high HTMT value suggests that the two constructs may not be empirically distinguishable, thus indicating a discriminant validity issue. According to the recommendations of Henseler et al., HTMT values exceeding 0.90 for conceptually very similar constructs or 0.85 for more distinct constructs indicate a discriminant validity problem. This criterion is used because HTMT is a more conservative method in testing discriminant validity than traditional methods. In addition, HTMT is also more effective in detecting discriminant problems in constructs that have high correlation. Therefore, researchers need to ensure that HTMT values in their studies do not exceed specified limits in order for discriminant validity to be maintained. In the research on the image of the Darunnajah University Institute, HTMT testing was carried out to ensure that each construct in the model could be clearly distinguished. This is important to ensure that the results of the research can be interpreted correctly and make a significant contribution to the development of the theory. Thus, the use of HTMT as a method of discriminant validity testing provides a solid foundation for researchers to produce valid and reliable findings.

R-Square Result

The full results of the R-Square test can be seen in the following table:

Table 5. R-Square Improvement Results

| Dependent | R-Square | R-Square Adjusted | Status* |
|---------------------|----------|-------------------|----------|
| Institutional Image | 0.5718 | 0.5584 | Moderate |

R-square testing on the output of PLS-SEM in this study showed that the predictor variable had a significant explanatory ability in explaining the dependent variable, namely the Institutional Image of Universitas Darunnajah. The R-square value obtained of 0.5718 indicates that 57.18% of the variation in the Institutional Image can be explained by the predictor variables used in the model. Meanwhile, the adjusted R-square value of 0.5584 indicates an adjustment to reduce the bias that may arise due to the number of predictor variables used. According to Chin, R-square scores can be classified into three categories, namely substantial (0.67), moderate (0.33), and weak (0.19). In this context, the R-square value of 0.5718 is included in the moderate category, which means that the model has a fairly good explanatory power but has not yet reached a substantial level.

These results indicate that although the model has been able to explain more than half of the variation in the Institutional Image, there are still about 42.82% variations that cannot be explained by the existing predictive variables. This suggests that there are other factors outside the model that may affect the Institutional Image of Universitas Darunnajah. Further research may consider adding other predictive variables that have the potential to increase the explanatory power of the model. In general, the results of the R-square test give an idea that the model used has been quite good at explaining dependent variables, but there is still room for further improvement and development. Thus, these findings can serve as a basis for further research to deepen the analysis and improve the validity of the models used (Ghozali & Latan, 2015).

Common Methods Bias Testing

The Common Methods Bias (CMB) test in this study was carried out using the Full Collinearity Variance Inflation Factors (FCVIFs) method to ensure that there is no bias arising from the use of the same data collection method. CMB is a phenomenon

that often occurs in quantitative research when dependent and independent variables are measured by similar methods so that artificial correlations can be generated. To test the presence of CMB, this study used FCVIFs with a maximum limit of 3.3, where values below these numbers indicate the absence of CMB. The test results showed that the FCVIF value for the Institutional Image variable was 2.335, which was below the maximum limit of 3.3. This indicates that there is no Common Methods Bias in this study (Kock, 2015). This study uses Partial Least Squares Structural Equation Modeling (PLS-SEM) as a data analysis method. PLS-SEM is known to have the ability to address the problem of multicollinearity and bias in data. Testing of CMBs with FCVIFs in PLS-SEM is important because this method ensures the internal validity of the research model (Lowry & Gaskin, 2014). In addition, FCVIFs are also considered an effective method for detecting CMB because they measure variance inflation resulting from the equation factors of the method. The results of this test show that the research model has a high level of validity and is reliable for decision-making. Thus, researchers can ensure that the findings of this study are not influenced by the bias of the data collection method used thereby increasing the credibility of the research results.

Hypothesis Testing

This study uses SEMinR to test structural models. A Bootstrapping procedure with 1000 iterations is performed to test the influence between constructs. The following are the results of the PLS-SEM analysis:

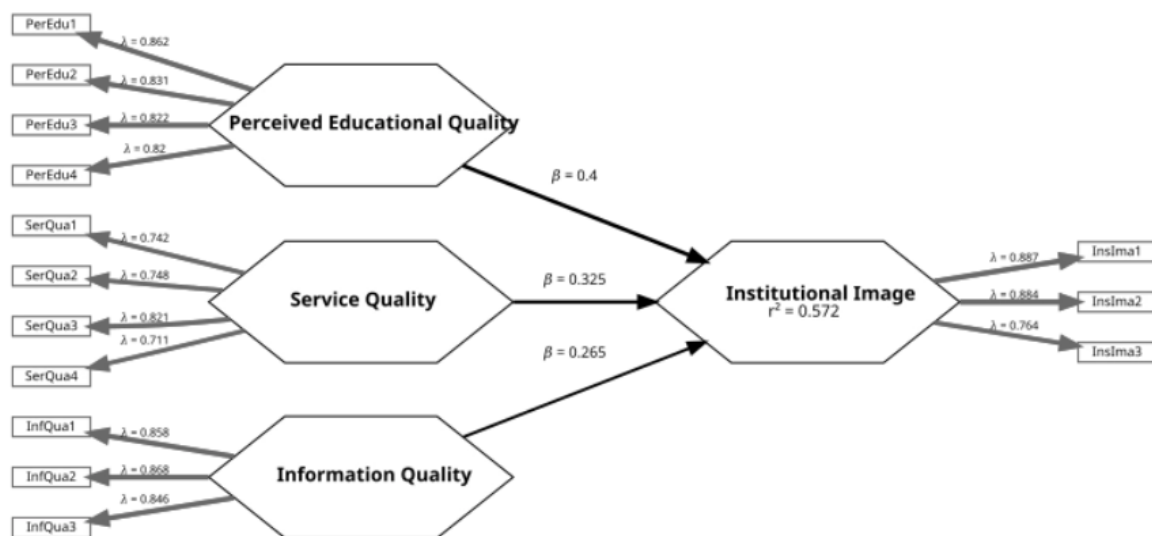


Table 6. Hypothesis Testing Results

| Hipotesis | Original Sample | Standard Deviation | T-Test | Status |
|---|-----------------|--------------------|--------|------------|
| Information Quality → Institutional Image | 0.2650 | 0.0864 | 3.0658 | Signifikan |
| Perceived Educational Quality → Institutional Image | 0.4003 | 0.0700 | 5.7171 | Signifikan |
| Service Quality → Institutional Image | 0.3255 | 0.0797 | 4.0831 | Signifikan |

The results of hypothesis testing in this study reveal the significant influence of three main variables on the image of the institution of Darunnajah University, namely Information Quality, Perceived Educational Quality, and Service Quality. Based on the analysis of the Partial Least Squares Structural Equation Modeling (PLS-SEM), the three variables showed a T-Test value that exceeded the critical limit of 1.96 at a significance

level of 5%, so the hypothesis was accepted. The Perceived Educational Quality variable has the strongest influence on the image of the institution with a path coefficient of 0.4003 and a T-Test of 5.7171, showing that the quality of education perceived by students plays a crucial role in shaping the image of the institution (Zeithaml et al., 2020). In addition, Service Quality also contributes significantly with a path coefficient of 0.3255 and a T-Test of 4.0831, indicating that good service can improve the reputation of the university. Meanwhile, Information Quality had a lower influence with a path coefficient of 0.2650 and a T-Test of 3.0658, but it was still significant, indicating that the availability of accurate and relevant information also influenced the public's perception of institutions. These findings are in line with previous studies that stated that Information Quality, Perceived Educational Quality, and Service Quality are determinant factors in building the image of higher education institutions. Overall, these results strengthen the importance of improving quality in these three aspects to strengthen the image of the institution of Darunnajah University. This study also confirms that Perceived Educational Quality is a dominant factor, which needs to be the main focus in institutional development strategies. Thus, these findings provide practical implications for university managers to conduct continuous evaluation and development in order to maintain and improve the image of the institution (Fornell & Larcker, 1981)

Analysis/Discussion

The results of this study reveal that the image of the institution (Institutional Image) of Darunnajah University is significantly influenced by three main factors, namely Information Quality (Information Quality), Perceived Education Quality (Perceived Educational Quality), and Service Quality (Service Quality). These findings show that students' and other stakeholders' perceptions of the quality of education play a crucial role in shaping the reputation and attractiveness of institutions (Hair et al., 2017). This is in line with the opinion of Kotler and Fox (1995) who emphasized that the quality of education is a core component in building the image of higher education institutions. In the context of Darunnajah University as a leading Islamic educational institution, the positive image formed through the perceived quality of education not only improves academic reputation but also strengthens the religious identity that characterizes the university (Fatoni, 2020).

Quality of Service (Service Quality) also contributes significantly to the image of the institution. Efficient and friendly services, both in the administrative process and academic support, are able to create a positive experience for students and other stakeholders. These findings indicate that good service not only increases student satisfaction but also builds loyalty and trust in the institution. Universitas Darunnajah needs to continue to improve the quality of services through regular training for administrative staff and the development of campus facilities that support the learning process. Despite having a lower influence, Information Quality (Information Quality) remains significant in shaping the image of the institution. The availability of accurate, relevant, and easily accessible information is an important factor in increasing transparency and public trust in universities. In the current era of digitalization, the use of social media and online platforms to disseminate quality information can be an effective strategy to strengthen the image of institutions (Black, 2020). Darunnajah

University needs to ensure that the information provided to the public is not only accurate but also relevant to the needs of stakeholders.

Overall, the results of this study confirm that the image of the Darunnajah University Institution is formed through the integration of various aspects, ranging from the quality of education, services, to information. These findings are relevant to the context of globalization where competition between educational institutions is increasingly fierce. Darunnajah University needs to continue to improve the quality in these three aspects in order to maintain its competitiveness, both at the national and international levels. In addition, this study also indicates the need to pay attention to internal factors such as organizational culture and leadership, which have not been explored enough in this study. The practical implication of this research is the need for Darunnajah University to formulate a holistic image strengthening strategy. For example, through improving the quality of teaching, developing campus facilities, and training for administrative staff to provide optimal services. In addition, this research also makes a theoretical contribution by enriching the literature on the image of educational institutions, especially in the context of Islamic educational institutions in Indonesia. Thus, these findings are not only important for the development of Universitas Darunnajah but can also be a reference for similar educational institutions in Indonesia. Overall, this study shows that the formation of the image of higher education institutions is a multidimensional process that involves various critical factors. Universitas Darunnajah needs to continue to innovate and improve quality in all aspects to maintain its positive image in the midst of increasingly fierce global competition. With the right strategy, universities can not only strengthen their reputation but also contribute to the development of higher education in Indonesia.

CONCLUSION

This study shows that the institutional image of Darunnajah University is influenced by information quality, service quality, and perceived educational quality, with perceived educational quality emerging as the most influential factor. The results also indicate that these three variables collectively explain 57.18% of the variation in institutional image, highlighting their substantial contribution to shaping the reputation of higher education institutions. In the context of Islamic higher education, these findings emphasize the importance of strengthening academic quality, improving institutional services, and ensuring transparent and reliable information to enhance public trust. Overall, this study contributes to the literature on higher education management by demonstrating how the integration of educational quality, service quality, and information quality can support the development of institutional image in Islamic universities.

The practical implication of this research is the need for Darunnajah University to formulate a holistic image strengthening strategy. For example, through improving the quality of teaching, developing campus facilities, and training for administrative staff to provide optimal services. In addition, this research also makes a theoretical contribution by enriching the literature on the image of educational institutions, especially in the context of Islamic educational institutions in Indonesia. Thus, these findings are not only important for the development of Universitas Darunnajah but can also be a reference for similar educational institutions in Indonesia. Overall, this study shows that the formation of the image of higher education institutions is a

multidimensional process that involves various critical factors. Universitas Darunnajah needs to continue to innovate and improve quality in all aspects to maintain its positive image in the midst of increasingly fierce global competition. With the right strategy, universities can not only strengthen their reputation but also contribute to the development of higher education in Indonesia.

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