

DETERMINANTS OF STUDENT ACADEMIC PERFORMANCE: A STUDY AT UNIVERSITAS SEBELAS MARET AND UNIVERSITAS SARJANAWIYATA TAMANSISWA IN INDONESIA

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Histori Artikel	ABSTRACT
Diterima: 4 Agustus 2026 Revisi: 5 Agustus 2026 Disetujui: 14 Agustus 2026 Diterbitkan: 1 September 2026 Keywords: University Social Responsibility; Service Quality; University Image; Student Loyalty; Academic Performance;	Purpose: This study aims to identify several factors that influence student academic performance. More specifically, this study compares Universitas Sebelas Maret (UNS), Surakarta, as a state university, with Universitas Sarjanawiyata Tamansiswa (UST), Yogyakarta, as a private university. Design/Methodology/Approach: The research population was all accounting students at both universities. The samples consisted of accounting students in their third, fifth, and seventh semesters. The number of samples for UNS was 178, while for UST it was 105. The research data included primary data on students' responses to a questionnaire sent via Google Forms. Data analysis used Cronbach's alpha for reliability testing and factor loadings for validity. Hypothesis testing used structural equation modeling-partial least squares (SEM-PLS) with the WarpPLS version 8.0 statistical tool. Findings: For the UNS samples, USR had a direct effect on SQ, UI, SL, and SAP. Furthermore, USR had an indirect effect on SAP through the mediating variable SL. However, the indirect effect of USR on SAP through UI was not significant. Meanwhile, for the UST sample, USR had a direct effect on SQ, UI, SL, and SAP. Furthermore, USR also had an indirect effect on SAP through the mediating variables UI and SL. For both samples, the direct effect of USR on SAP was stronger than the indirect effect. Novelty: Some previous models have examined the relationship between corporate social responsibility (CSR) and corporate performance in general, but this research extends the discussion to the education sector by applying a different concept, namely USR, with diverse measurements.

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INTRODUCTION

Academic achievement in educational institutions is a central aspect in determining the success of quality graduates. Student achievement is the level of accomplishment or implementation of students' duties and responsibilities (Nurahaju and Riskasari, 2023). Narad and Abdullah (2016) stated that, fundamentally, the success or failure of an academic institution depends heavily on the academic achievement of its students. The better a student's academic achievement, the greater the potential for shaping a quality workforce, which then supports the nation's economic and social development (Ali et al., 2022).

One measure of student academic performance uses the students' cumulative grade point average (GPA) (Tadese et al., 2022). However, recently, issues have arisen in measuring student academic performance using GPA. Amar and Pratiwi (2025) stated that social media has been

abuzz with discussions about inflation in the GPA of undergraduate graduates. GPA inflation is a term referring to the general trend of increasing student GPAs. The GPA inflation is not only due to universities' desire to facilitate graduation, but also due to pressure from the bureaucratic system. Furthermore, GPA inflation is driven by the demands of the workplace.

In higher education, beyond providing education, university social responsibility (USR) also plays a role in attaining particular performance standards that meet the evolving society's needs (Vázquez et al., 2014). USR denotes a university's commitment to valuing the interests of society and performing in a manner that improves the welfare of its members through quality educational services (Latif and Sajjad, 2018).

Several studies, both in Indonesia and worldwide, have examined both university performance and student academic performance. For example, Suranta et al. (2026) found that university social responsibility influences service quality, university image, and academic achievement. Service quality and university image also influence student satisfaction and loyalty. Meanwhile, student loyalty impacts academic achievement. However, the effect of student satisfaction on academic achievement was insignificant. This indicates that university social responsibility has a direct effect on academic achievement, while the indirect effect through service quality, university image, and student loyalty is reinforced by the data.

Research by Latif et al. (2022) in Pakistan and China found that universities in Pakistan reported that university social responsibility (USR) had a significant and positive impact on university performance (UP). Nevertheless, this relationship was not identified as significant in China. Findings from the overall sample indicate a significant and positive effect of USR on intermediary variables (except student trust in Pakistan and student satisfaction in China). Based on research by Suranta et al. (2026) and Latif et al. (2022), USR has a direct impact on performance—specifically, both university performance (Latif et al., 2022) and student academic performance (Suranta et al., 2026).

This study is grounded in stakeholder theory, which emphasizes value creation for various stakeholders other than shareholders. Stakeholders are defined as any group or individual who can motivate or be motivated by the achievement of an organization's objectives (Freeman, 1984). Slaba (2015) declares that stakeholders include individuals or groups interested in or influenced by the operations and success of a university, whether directly or indirectly. University stakeholders consist of key internal groups, such as students, faculty, and administration, as well as external groups, such as government, businesses, parents, and the wider community. Furthermore, this study draws on strategic enrollment management (SEM) theory, a strategic and systematic approach used by higher education institutions to attract, retain, and ensure student success by managing long-term relationships between the university and students.

This research model differs from that of Latif et al. (2022). Their study examined the influence of USR on university performance through mediation variables: service quality, university reputation, student satisfaction, and student trust. This study, meanwhile, examined the indirect influence of USR on student academic performance (SAP) through mediation variables, namely service quality (SQ), university image (UI), and student loyalty (SL) (see Figure 2).

This research was conducted to provide empirical evidence of the direct and indirect influence of USR on academic performance through mediating variables, namely service quality, university image, and student loyalty. This study is expected to contribute: (a) theoretically, by contributing to the development of theory regarding the relationships among USR, service quality (SQ), university

image (UI), student loyalty (SL), and student academic performance (SAP); (b) practically, by providing input for university management in designing USR programs and improving service quality to support student academic performance; and (c) socially, by encouraging universities to be more active in implementing social responsibility initiatives that positively impact students and the wider community.

Huang and Do (2020) conducted a systematic analysis of 66 empirical studies focusing on USR implementation in universities from 2004 to 2020. Using documents related to USR implementation in higher education, the researchers identified 66 high-quality journal articles published in 27 reputable journals. As a result, they suggested that future research further investigate theories that could explain USR more comprehensively. Their review also guides future research directions. It is clear from these results that USR studies are still scarce in universities in developing countries. Thus, suggesting specific regions as research contexts, identifying critical barriers to implementing USR for higher education, and exploring ways to expand its impact are new directions that need further research.

THEORETICAL FOUNDATION AND HYPOTHESIS DEVELOPMENT

Stakeholder Theory, Corporate Social Responsibility (CSR), and University Social Responsibility (USR)

Stakeholder theory posits that the essence of business lies largely in building relationships and creating value for all stakeholders. Meanwhile, CSR serves as an umbrella concept for a company's community-oriented activities, including charity, volunteerism, environmental initiatives, and ethical employment practices. Unlike stakeholder theory, CSR does not endeavor to explain business as a whole or define its full range of responsibilities. Instead, CSR focuses on one dimension of business responsibility—its responsibility to local communities and society at large—to support the organization's overall success. Although CSR activities are sometimes organized by stakeholder groups, the organization remains fundamentally social in nature. The collaboration between CSR and stakeholder theory offers a comprehensive framework for addressing contemporary business challenges, such as climate change, social inequality, and social welfare. By adopting a stakeholder-oriented approach, companies can better develop sustainable and ethical business practices that align with the well-being of all stakeholders. This holistic approach is not only morally commendable but also pragmatically beneficial, as empirical studies have shown that companies that incorporate stakeholder engagement as a core element of their CSR strategies tend to enjoy increased success and long-term profitability (Aguinis & Glavas, 2012).

According to Vasilescu et al. (2010), the concept of university social responsibility (USR) is drawn from the concept of CSR and relates to the ethics and approach used by universities to interact with the broader community. This suggests a university's movement towards integrating social and environmental concerns and promoting public citizenship and concern for environmental interests. Vallaey's et al. (2009) note that USR practices differ from CSR since they encompass unique and distinctive impacts specific to universities. These impacts are categorized as organizational (related to climate and work environment), educational (academic fundamentals), cognitive (epistemological research), and social (community outreach).

Relationship among University Social Responsibility (USR), Service Quality (SQ), University Image (UI), Student Loyalty (SL), and Student Academic Performance (SAP)

Conceptually, USR refers to a university's commitment to social responsibility, encompassing aspects of education, research, community service, and ethical and sustainable practices. Implementing USR not only impacts the external community but also influences students' internal perceptions of service quality and the institution's image. Research by Latif et al. (2022) shows that

USR has a significant positive effect on mediating variables, such as service quality, student satisfaction, and university reputation. This confirms that USR can be a strategic foundation for improving a university's internal quality.

The connection between USR and service quality (SQ) has been widely empirically demonstrated. USR encourages institutions to improve academic and non-academic service standards, such as learning facilities, faculty-student interactions, and administrative systems. A study by Suranta et al. (2024) found that USR positively influences service quality, which in turn increases student satisfaction. Furthermore, other research indicates a significant positive relationship between USR and SQ, where increased university social activities directly impact students' perceptions of service quality. Thus, SQ can be viewed as an important mechanism bridging the influence of USR on student outcomes. Implementing USR in universities requires universities to improve the quality of services, so that in the end they can improve performance, both university performance and student academic performance.

H₁: USR has a positive and significant influence on SQ.

Furthermore, USR has a strong relationship with the university image (UI). University image is formed from students' perceptions of the institution's reputation, credibility, and social contributions. Recent research shows that USR significantly improves university image, with a high and significant correlation coefficient. In the Indonesian context, a study by Suranta et al. (2024) also demonstrated that USR influences student loyalty through the mediation of service quality and university image. This suggests that UI is a result of consistent and strategic USR practices. The implementation of USR in universities or higher education institutions also requires them to undertake activities that enhance their institutional image, such as (1) focusing on academic quality, (2) building strong partnerships with industry and external stakeholders, (3) improving campus facilities, and (4) developing engaging and relevant extracurricular programs that align with students' needs and interests (Salsabila, 2023).

H₂: USR has a positive and significant influence on UI.

Theoretically, the relationship between USR and student loyalty can be explained through social exchange theory (Cropanzano and Mitchell, 2005) and social identity theory (Harwood, 2020). Social exchange theory states that students will respond positively to institutions that provide social benefits and added value, including through USR activities. Meanwhile, social identity theory explains that students will identify with institutions that hold positive social values, thereby increasing their loyalty to the university.

Over the past ten years, various empirical studies have shown that USR has a positive and noteworthy influence on student loyalty. Research by Latif et al. (2021) showed that student perceptions of USR directly influence student loyalty and are strengthened through the mediation of service quality, student satisfaction, and trust. This suggests that USR not only has a direct impact but also shapes loyalty through service experiences and students' emotional connection to the university. Another study by González-Pérez et al. (2019) found that USR influences student loyalty both directly and indirectly through student-university identification. This means that when students perceive their university as having a strong sense of social responsibility, they tend to feel a sense of belonging to the institution, which then increases loyalty. This identification becomes an important psychological factor that strengthens the relationship between students and the university.

In the Indonesian context, recent research shows that USR also influences student loyalty through mediating variables, such as university image. Suranta and Rahmawati (2023) found that university image significantly mediated the relationship between USR and student loyalty, even having a stronger indirect effect than USR's direct influence on loyalty. This suggests that perceptions of university reputation and image are important mechanisms in shaping student loyalty. The implementation of USR can enhance both the quality of services and the academic quality provided by higher education institutions, thereby leading to student satisfaction with their studies at the university.

H₃ USR has a positive and significant influence on SL.

The relationship between USR and student academic performance can be explained through stakeholder theory and social exchange theory. Stakeholder theory explains that students, as primary stakeholders, will respond positively when universities demonstrate social responsibility through quality educational services, a positive learning environment, and relevant social activities. Meanwhile, social exchange theory explicates that when students perceive the benefits of university social activities, they will reciprocate by increasing academic engagement and academic achievement (Manzuma-Ndaaba et al., 2018).

Research over the past ten years has shown that USR positively influences student academic performance. Research indicates that USR can improve academic performance by enhancing service quality, student satisfaction, and university reputation. Successful implementation of USR will advance the quality of education, facilities, and student engagement in academic and social activities, thus improving student learning outcomes (Suranta and Setyaningsih, 2026). Other research indicates that USR activities such as service learning, community service, and sustainability programs can enhance students' critical thinking skills, conceptual understanding, and social skills, contributing to improved academic performance. The USR program, which is integrated with the curriculum, has been proven to improve student learning outcomes because students can connect theory with practice in the community. The implementation of USR will increase university activities in order to improve the quality of services and academics. This will improve students' academic performance.

H₄: USR has a positive and significant influence on SAP.

Service quality (SQ) itself has a direct impact on student academic performance (SAP). Good service quality creates a conducive learning environment, increases student engagement, and fosters learning motivation. Recent research in Vietnam by NGO et al. (2025) shows that service quality has a substantial impact on academic performance by increasing student engagement and motivation. These findings support the social exchange theory, where students respond to good service quality by increasing their commitment and academic performance.

H₅: SQ has a positive and significant influence on SAP.

Furthermore, university image (UI) has also been shown to have a direct influence on SAP. A positive university image enhances student pride, strengthens academic identity, and encourages active participation in academic activities. Recent research shows that perceptions of university image significantly influence student academic success. In other words, students who perceive their university as having a good reputation tend to demonstrate higher academic performance.

However, the direct relationship between USR and SAP is not always significant. Some studies indicate that the influence of USR on academic performance occurs more indirectly through mediating variables, such as SQ and UI. For example, a recent study by Suranta and Setyaningsih

(2026) found that USR did not have a strong direct effect on SAP, but had a significant effect through service quality. In some cases, mediation was insignificant through university image but significant through service quality. This suggests that the role of mediators is crucial in explaining the relationship.

H₆: UI has a positive and significant influence on SAP.

Student loyalty is a student's commitment to an educational institution, reflected in their desire to continue their studies, recommend the university to others, and maintain a relationship with their alma mater after graduation. In higher education, student loyalty is not only related to marketing aspects or university reputation, but also to student academic behavior and academic performance. Research conducted by Rukhviyanti (2025) shows that student loyalty can act as a mediating variable in improving institutional performance and student performance. Using the Balanced Scorecard approach, this study demonstrates that student loyalty plays a mediating role in improving higher education institution performance, which is also related to improved student academic performance. This indicates that student loyalty impacts not only the institution but also students' academic achievement.

Furthermore, a review of the study by Fakhrudin et al. (2024) on the student loyalty model indicates that student loyalty is related to various reasons, such as satisfaction, service quality, and university image, which ultimately contribute to higher education institution performance and student success. Student loyalty also increases student engagement with the campus, thus making them more motivated to complete their studies with good results.

H₇: SL has a positive and significant influence on SAP.

Several studies have shown that the direct effect of USR on student academic performance is not always substantial. In some studies, USR exerts a more indirect influence through mediating variables, such as service quality and university image (Suranta and Setyaningsih, 2026). Research indicates that USR influences academic performance through service quality and university image, while the direct effect is relatively small or insignificant in some research samples. Furthermore, research by Santos et al. (2020) confirms that USR is an antecedent of service quality and student satisfaction. This means that implementing USR will improve service quality and student satisfaction, which ultimately improves student academic performance. Other studies have also shown that USR enhances university reputation and student trust, which sequentially impacts institutional performance and student performance.

Overall, research findings over the past ten years indicate that the relationship between university social responsibility and student academic performance is multifaceted and not always straightforward. Most studies indicate that USR influences academic performance through mediating variables such as service quality, university image, and student loyalty. However, there is also research that shows that USR can have a direct impact on academic performance, especially when the USR program is integrated with learning activities and the academic curriculum.

H₈: USR has a positive and significant influence on SAP mediated by SQ.

H₉: USR has a positive and significant influence on SAP mediated by UI.

H₁₀: USR has a positive and significant influence on SAP mediated by SL.

The conceptual framework of the research and the research model are presented in Figures 1 and 2 below.

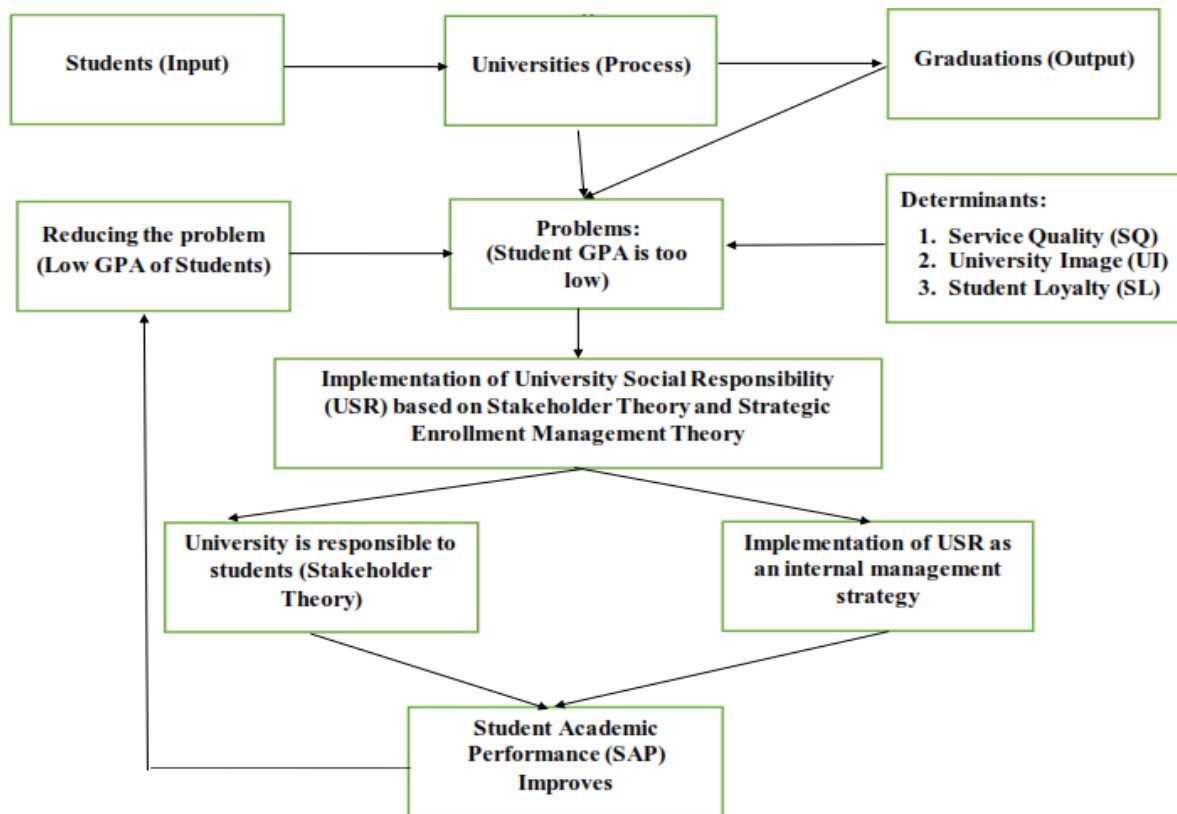


Figure 1. Conceptual Framework of the Research by Authors

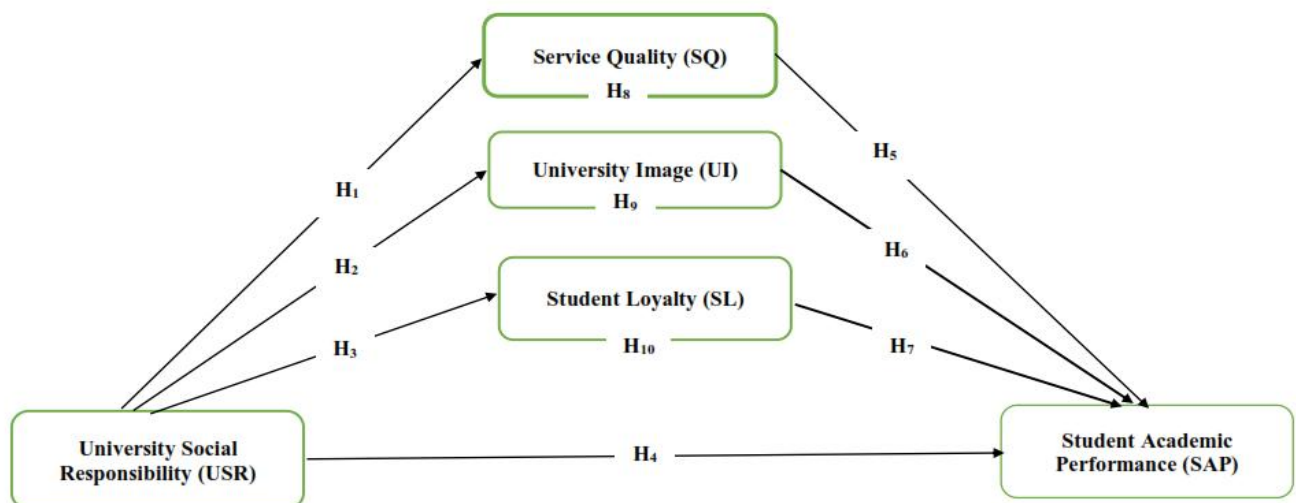


Figure 2. Model of the Research by Authors

RESEARCH METHOD

This study employs a quantitative approach using an explanatory survey method. This study intends to explain the causal relationships between latent variables in the conceptual model: university social responsibility, service quality, university image, student loyalty, and student academic performance. This approach enables empirical testing of direct and indirect relationships using primary data collected from active university students in Indonesia. The population in this study consisted of all active accounting students at the universities selected for the research, including both public and private institutions in Indonesia. The selected public university was Universitas Sebelas Maret (Surakarta), and the selected private university was Universitas Sarjanawiyata Tamansiswa (Yogyakarta). Accounting students were chosen because they are the direct recipients of academic and administrative services, and their perceptions therefore offer a representative

reflection of the university's implementation of social responsibility. The respondent criteria included: being an active student in at least the third semester; having experienced direct interaction with academic and administrative services; and being willing to complete the questionnaire fully and voluntarily.

The sample size was determined using the SEM-PLS approach. According to Hair et al. (2021), the minimum sample size should be at least ten times the largest number of indicators in any single latent construct. In this study, there were six latent constructs, with the largest construct consisting of ten indicators; therefore, the minimum required sample size was 10×10 , resulting in approximately 100 respondents. Based on SEM-PLS guidelines, the minimum sample size required is ten times the number of instruments used for the latent variables. In this study, the variable with the highest number of instruments is USR, comprising 10 statement items; therefore, a minimum sample of 100 respondents is required. Multigroup analysis (MGA) is employed to determine whether there are differences in sample results between a public university—specifically Universitas Sebelas Maret, which receives partial operational funding from the state or government—and Universitas Sarjanawiyata Tamansiswa, a private university that operates using independent funds or student contributions. This study involved human participants and received ethical approval from the Chair of the Research Ethics Committee of Universitas Sebelas Maret. Data collection was authorized under Decree No. 15/UN27.02.11/PP/EC/2025 dated August 4, 2025. The data were the primary data obtained directly from respondents through online questionnaires distributed using Google Forms. The questionnaire was designed to measure the following research variables: (a) student perceptions of USR implementation, (b) service quality, (c) university image, (d) student loyalty, and (e) student academic performance (see Table 1 and Appendix 1). Before the hypothesis testing, the data quality was examined through validity and reliability assessments. Data validity was appraised using the loading factor criteria, while data reliability was tested using Cronbach's alpha coefficients. Hypothesis testing was performed using path analysis, employing WarpPLS 8.0 as the statistical tool.

RESULTS AND DISCUSSION

The population in this study consisted of 555 accounting students enrolled at two universities in Indonesia. At the Faculty of Economics and Business, Universitas Sebelas Maret, the population comprised 315 students, distributed across three cohorts (semesters 3, 5, and 7), each cohort consisting of classes of 35 students. Of these 315 students, 178 (56.5%) completed the questionnaire. At the Faculty of Economics, Universitas Sarjanawiyata Tamansiswa, the population consisted of 240 students, distributed across two classes of 40 students across three intakes. Of these 240 students, 105 (43.8%) completed the questionnaire. The final number of respondents included in the analysis was 283 students, as presented in Table 2.

Table 1
Operational Definitions and Measurement of Variables

No.	Variables	Operational Definition	Measurement	Reference
1.	University social responsibility (USR)	USR is a shared responsibility of universities to contribute to social improvement through the integration of social responsibility policies into institutional management, teaching, research, community service, and public activities. USR as an independent variable.	This variable is measured using 10 indicators, 5 Likert scales.	Adel et al. (2022)

No.	Variables	Operational Definition	Measurement	Reference
2.	University image/UI	UI is the reputation or public perception of a university, which is a combination of its visual image and academic and social reputation. This variable acts as a mediating variable.	This variable is measured using six indicators, five on a Likert scale.	Nguyen and Leblanc (2001)
3.	Service quality/SQ	SQ is a measure of the extent to which a company's services meet or exceed customer expectations. It involves diverse aspects, such as reliability, responsiveness, assurance, empathy, and tangible aspects, all of which contribute to customer satisfaction. Good service quality is crucial for business success because it can increase customer satisfaction, loyalty, and reputation. This variable acts as a mediating variable.	This variable is measured using five indicators from the reliability dimension, a 5-point Likert scale.	Hassan et al. (2019)
4.	Student loyalty (SL)	Student loyalty is a student's loyalty to an educational institution (such as a university or school), manifested through positive commitment and participation in the educational process. This includes positive behaviors such as maintaining long-term relationships and recommending the institution to others. This variable acts as a mediating variable.	This variable is evaluated using an instrument formulated by Nguyen et al. (2001), consisting of four indicators.	Nguyen et al. (2001)
5.	Student academic performance (SAP)	AP is the outcome of teaching and learning activities achieved by students, typically measured through grades, test scores, and other achievements. It reflects the extent to which a student has mastered the subject matter, their ability to apply knowledge, and their level of engagement and effort in their studies. This variable serves as the dependent variable.	This variable is measured using an instrument developed by Tadese et al. (2022), with one indicator, namely the academic achievement index (GPA).	Tadese et al. (2022)

Source: Summary of some references

Table 2
Research Population and Sample

University	Population	Sample	(%)	Average GPA	Average USR	Average SQ	Average UI	Average SL
UNS	315	178	56.5	3.66	4.19	3.90	4.10	4.20
UST	240	105	43.8	3.49	4.39	4.30	4.30	4.34
Total/ Average	555	283	50.15	3.58	3.29	4.10	4.20	4.27

Source: Research data analysis by Authors

As detailed in Table 2, all variables have an average value of more than 3.00. This indicates that students' statements regarding the variables studied show good values.

Analysis results for UNS samples

Table 3
Model Fit and Quality Indices (UNS, 178 samples)

No.	Description	Value	Accepted, if	Ideal	Status
1	Average path coefficient (APC)	0.347, <0.001			Very good
2	Average R-squared (ARS)	0.327, <0.001			Very good
3	Average adjusted R-squared (AARS)	0.319, <0.001			Very good
4	Average block VIF (AVIF)	2.030	<= 5	<= 3.3	Good
5	Average full collinearity VIF (AFVIF)	2.359	<= 5	<= 3.3	Good
6	Tenenhaus GoF (GoF)	0.478	small >= 0.1 medium >= 0.25 Large >= 0.36		Good
7	Simpson's paradox ratio (SPR)	0.714	>= 0.7	1	Very good
8	R-squared contribution ratio (RSCR)	0.972	>= 0.9	1	Very good
9	Statistical suppression ratio (SSR)	1.000	>= 0.7		Very good
10	Nonlinear bivariate causality direction ratio (NLBCDR)	1.000	>= 0.7		Very good

Source: Processed data by Authors

Table 3 shows the index values (APC, ARS, AARS, AVIF, AFVIF, GoF, SPR, RSCR, SSR, and NLB CDR) indicate a very good status. Thus, the study model was regarded as fit.

Table 4
Construct Validity and Reliability

Cronbach's alpha coefficients

USR	SQ	UI	SL	AP
0.902	0.909	0.893	0.862	1.000

Combined loadings and cross-loadings

USR	SQ	UI	SL	AP
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USR1	0.740	
USR2	0.671	
USR3	0.718	
USR4	0.821	
USR5	0.692	
USR6	0.746	
USR7	0.703	
USR8	0.773	
USR9	0.564	
USR10	0.615	
SQ1	0.810	
SQ2	0.884	
SQ3	0.867	
SQ4	0.829	
SQ5	0.846	
UI1	0.798	
UI2	0.729	
UI3	0.833	
UI 4	0.793	
UI 5	0.755	
UI 6	0.808	
SL1	0.840	
SL 2	0.790	
SL3	0.760	
SL4	0.846	
GPA	1.000	

Notes: Loadings are unrotated, and cross-loadings are oblique-rotated. SEs and P values are for loadings. P-values < 0.05 are desirable for reflective indicators.

As presented in Table 4, the five variables show reliability. This is because the Cronbach's alpha values of the USR, service quality, university image, student satisfaction, student loyalty, and academic performance variables are 0.902, 0.909, 0.893, 0.936, 0.862, and 1.000, respectively. All coefficients were greater than 0.5, and the factor loadings for each construct also exceeded 0.5, signifying that all constructs are valid.

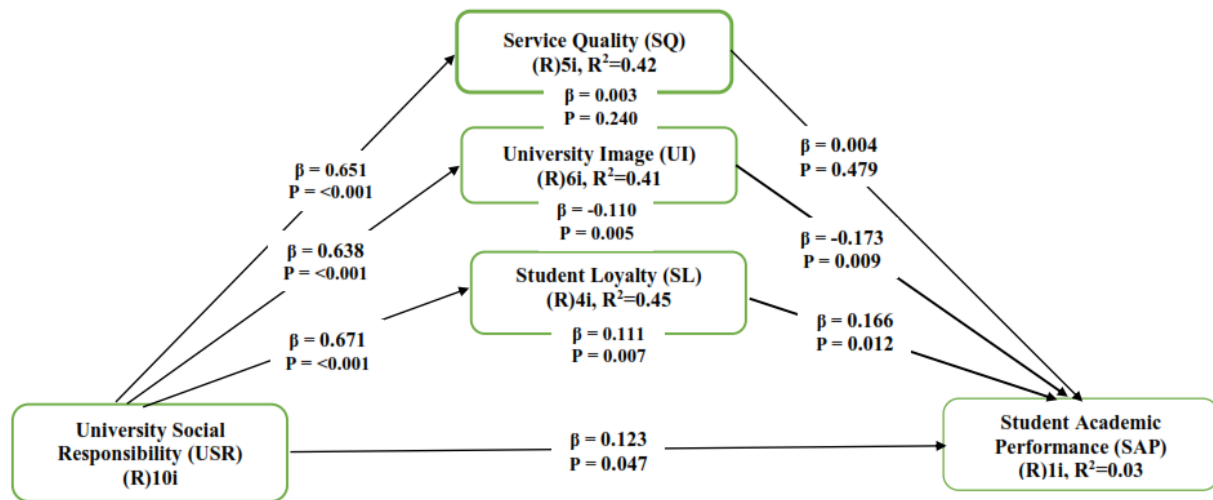


Figure 3. Research Model Analysis Results (UNS, 178 samples)

Table 5
Path coefficients and P-value (UNS, 178 samples)

	USR	SQ	UI	SL	Description	Value	Conclusion
SQ	0.651				USR=>SQ	Sig. Positive	H ₁ Accepted
	<0.001						
UI	0.638				USR=>UI	Sig. Positive	H ₂ Accepted
	<0.001						
SL	0.671				USR=>SL	Sig. Positive	H ₃ Accepted
	<0.001						
SAP	0.123	0.004	-0.173	0.166	USR=>SAP	Sig. Positive	H ₄ Accepted
	0.047	0.479	0.009	0.012	SQ=>SAP	Not Sig.	H ₅ Rejected
					UI=>SAP	Sig. Negatif	H ₆ Rejected
					SL=>SAP	Sig. Positive	H ₇ Accepted
					USR=>SQ=>SAP	Not Sig.	H ₈ Rejected
					(0.651x0.004=0.002)		
					USR=>UI=>SAP	Sig. Negatif	H ₉ Rejected
					(0.638x-0.173=-0.110)		
					USR=>SL=>SAP	Sig. Positive	H ₁₀ Accepted
					(0.671x0.166=0.111)		

Source: Processed data by Authors

As summarized in Figure 3 and Table 5, the analysis of 178 UNS samples reveals that hypotheses H₁ to H₄ are supported. USR is found to have a direct, positive, and significant effect on SQ (H₁), UI (H₂), SL (H₃), and SAP (H₄). Moreover, the direct effect of SL on SAP is supported by

research data, and this confirms that H7 is accepted. However, the direct effect of SQ on SAP is not supported, which leads to the rejection of H₅. Likewise, the direct effect of UI on SAP shows a significant but negative effect, so H6 is not accepted.

In Indonesia, Praptanti et al. (2025) found a significant negative correlation between negative student sentiment toward the course and their academic achievement in their study of Indonesian language courses. Linear regression results also showed that negative perceptions could explain approximately 23% of the variability in students' academic scores, indicating that negative perceptions or dissatisfaction with a particular academic experience can significantly predict decreased academic achievement. This finding is important because it demonstrates how satisfaction (or more specifically, dissatisfaction) with the learning process can have a detrimental impact on student learning outcomes quantitatively and substantially.

Conceptually and empirically, it can be stated that the negative relationship between student satisfaction and academic performance can occur through several mechanisms: (1) decreased learning effort due to excessive comfort, (2) low academic engagement, (3) mediation of academic stress and burnout, (4) the dominance of extrinsic motivation, and (5) a mismatch between non-academic satisfaction and academic demands. Therefore, student satisfaction cannot be used as a sole indicator to predict academic performance; it is necessary to consider psychological variables and learning behaviors as mediators or moderators in the research model.

The results of this study are supported by Latif et al. (2021), showing that USR has a positive influence on student loyalty, and student loyalty has a positive influence on academic engagement, learning motivation, and student academic achievement. Thus, student loyalty acts as a significant mediator in the relationship between USR and student academic performance. These findings indicate that when students feel proud of a university that has high social responsibility, they will be more loyal, more involved in academic activities, and ultimately have better academic performance.

The indirect effect of USR on SAP through the mediating variable SL is supported by research data, leading to the acceptance of H₁₀. However, the indirect effect of USR on SAP through the mediating variables SQ and UI shows insignificant results; therefore, H₈ and H₉ are not accepted. The results of this study are also supported by Rukhviyanti (2025). The research shows that student loyalty can mediate the relationship between various institutional factors and higher education performance and student success. This means that student loyalty not only impacts the sustainability of the institution but also affects student academic achievement. Other studies also reveal that USR influences student loyalty both directly and indirectly through student identification with the university, which then increases student academic commitment and impacts academic performance (González-Pérez et al., 2019). The indirect effect of USR on SAP is through academic engagement, learning motivation, and student academic commitment. Another result is that the direct influence of USR on SAP ($\beta=0.123$) is stronger than the indirect influence of USR on SAP through the mediating variables SL ($\beta=0.111$).

This study also discloses that student loyalty shows a significant relationship because student loyalty increases even though USR influences service quality and university image. The indirect effect of USR on academic performance through university image is not significant or smaller than its direct effect. Research shows that university image does not always mediate the relationship between USR and academic performance because university image has a greater influence on student loyalty and satisfaction than on student academic performance directly (Suranta & Setyaningsih, 2026). The study found that the indirect effect of USR on academic performance through university image was not significant. Meanwhile, the indirect effect through service quality was only significant in specific samples and did not show consistent results across all research

samples. This indicates that university image is not the main mediator in improving student academic performance, but rather plays a greater role in increasing student loyalty.

Other research also shows that service quality does not always mediate the relationship between USR and certain student outcomes. For example, some studies show that service quality does not mediate the relationship between USR and student loyalty, while university image significantly mediates the relationship (Suranta & Rahmawati, 2023). This finding suggests that not all mediating variables have equal power in explaining the correlation between USR and student outcomes. Service quality often has a direct effect on academic performance, but it does not always significantly mediate the relationship between USR and academic performance because the influence of service quality is more related to student satisfaction and learning experiences than to academic outcomes directly.

Furthermore, some studies indicate that university image has a greater effect on student loyalty than on academic performance. University image increases student pride, identification with the university, and loyalty, but does not directly improve student academic ability. Therefore, in structural models of the relationship between USR and academic performance, student loyalty is more often a significant mediator than service quality and university image. This is because student loyalty is directly related to student learning behavior, such as attendance, class participation, academic engagement, and learning motivation, which are the main factors that influence student academic performance.

The findings of this study reveal that the indirect effect of USR on SAP through UI is negative, which can be interpreted as follows. This negative influence typically occurs when a university's high image creates academic pressure, high expectations, intense competition, and excessive academic stress for students. From an educational psychology perspective, academic pressure and high stress have been shown to negatively impact student academic performance. Research shows that academic stress has a significant, negative relationship with academic performance, with higher stress levels leading to lower academic performance. Therefore, in the context of universities with a strong image, students often face pressure to maintain their academic performance, which can ultimately lower their academic performance.

Theoretically, the negative relationship between university image and student academic performance can be explained through academic stress theory. Universities with a strong image typically have high academic standards, intense competition, and high expectations from lecturers, parents, and the community. Pressure to maintain the university's reputation can lead to students experiencing academic stress, anxiety, and academic burnout, which in turn impacts academic performance. Research shows that academic pressure and high workloads have a negative relationship with academic performance because they increase stress, decrease learning motivation, and decrease students' ability to concentrate.

Research over the past ten years has also shown that pressure to perform is a factor that lowers students' academic performance. Research on the consequences of academic pressure on student achievement has found that pressure to achieve high performance and a high workload can lower academic performance because students experience stress and mental fatigue. This often occurs at reputable universities, where students are required to maintain high academic standards (Bibi et al., 2022; Akanpaadgi et al., 2023).

Furthermore, longitudinal research (Liu et al., 2024) shows that stress negatively impacts academic factors such as academic self-efficacy, which serves as a key predictor of student academic performance. As stress increases, academic self-efficacy declines, and decreased self-

efficacy leads to lower student academic performance. In terms of university image, reputable universities often have competitive and demanding academic environments, which can increase student stress and lower their academic self-efficacy. Other research also shows that academic anxiety and social pressure are negatively related to academic performance (Wu, 2023). Students who experience high levels of academic anxiety tend to have lower academic achievement because anxiety interferes with concentration, memory, and learning abilities. In universities with a strong image, students often experience fear of failure and negative evaluation, which increases academic anxiety and leads to decreased academic performance.

In addition to psychological factors, the negative influence of university image on academic performance can be explained by the phenomenon of maladaptation, or students' difficulty adjusting to high-reputation universities. Students who enter high-reputation universities often face more challenging academic environments, higher assessment standards, and fiercer competition compared to their previous schools. Research shows that adjustment difficulties and stress negatively impact student academic performance. This suggests that students who are unable to adapt to a competitive university environment tend to experience decreased academic performance. However, not all studies show a direct negative relationship between university image and academic performance. In many cases, university image influences academic performance through mediating variables, such as academic stress (Bibi et al., 2022; Wu, 2023), academic pressure, learning motivation, and self-efficacy (Liu et al., 2024). This infers that university image does not directly reduce academic performance, but through the pressure and stress caused by the university's reputation.

Analysis results for UST sample

As shown in Figure 4 and Table 6, based on 105 UST samples, the results indicate that hypotheses H_1 through H_4 are supported. Specifically, USR has a direct, positive, and significant effect on SQ (H_1), UI (H_2), SL (H_3), and SAP (H_4). Furthermore, the direct effects of UI and SL on SAP are supported, thereby accepting H_6 and H_7 . However, the direct effect of SQ on SAP is negative and significant, leading to the rejection of H_5 . Furthermore, the indirect effects of USR on SAP through UI and SL are supported, indicating that H_9 and H_{10} are accepted. In contrast, the indirect effect of USR on SAP through SQ is not supported, resulting in the rejection of H_8 .

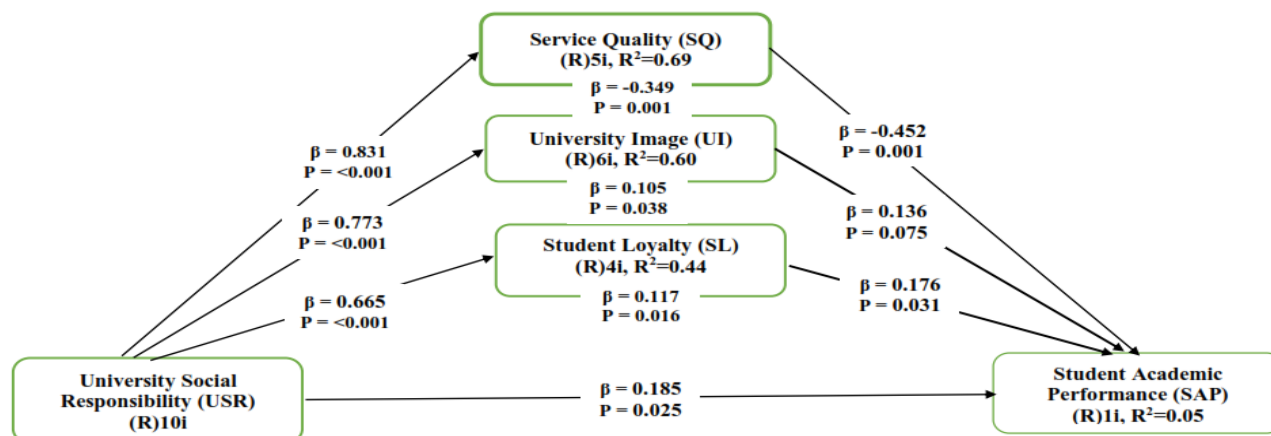


Figure 4. Research Model Analysis Results (UST, 105 samples)

Table 6
Path coefficients and P value (UST, 105 samples)

	USR	SQ	UI	SL	Description	Value	Conclusion
SQ	0.831				USR=>SQ	Sig. Positive	H ₁ Accepted
	<0.001						
UI	0.773				USR=>UI	Sig. Positive	H ₂ Accepted
	<0.001						
SL	0.665				USR=>SL	Sig. Positive	H ₃ Accepted
	<0.001						
SAP	0.185	-0.452	0.136	0.176	USR=>SAP	Sig. Positive	H ₄ Accepted
	0.025	<0.001	0.075	0.031	SQ=>SAP	Sig. Negatif	H ₅ Rejected
					UI=>SAP	Sig. Positive	H ₆ Accepted
					SL=>SAP	Sig. Positive	H ₇ Accepted
					USR=>SQ=>SAP	Sig. Negatif	H ₈ Rejected
					(0.831x-0.452=-0.376)		
					USR=>UI=>SAP	Sig. Positive	H ₉ Accepted
					(0.773x0.136=0.105)		
					USR=>SL=>SAP	Sig. Positive	H ₁₀ Accepted
					(0.665x0.176=0.118)		

Source: Processed data by Authors

The direct effect of SQ on SAP can be explained below. Several studies have shown a negative relationship between several dimensions of service quality and academic performance, particularly administrative service, learning support service, and academic facilitation. Research exposes that the higher students' perceptions of the ease of academic services, the lower their level of learning effort, which ultimately has a negative impact on student academic performance (Nguyen et al., 2021). Other studies also show that service quality negatively impacts academic performance by decreasing student engagement and learning effort. This suggests that students who are overly pampered with academic services tend to have lower learning motivation (Santos et al., 2020). Therefore, the negative relationship between service quality and academic performance can be explained by the decrease in student learning effort as an intervening variable.

Meanwhile, the indirect effect of USR on student academic performance through the mediating variable service quality has been insignificant in several studies. This suggests that while USR can improve service quality, it does not directly improve student academic performance. Research indicates that service quality has a greater impact on student satisfaction and loyalty than on academic performance (Latif et al., 2022; Santos et al., 2020). Therefore, service quality is not a strong mediator in the relationship between USR and academic performance. In several structural research models, the mediation path USR → service quality → academic performance shows an

insignificant coefficient, which means that increasing university social responsibility does not automatically improve students' academic performance through increasing service quality.

Conversely, the indirect effect of USR on student academic performance through university image has shown significant results in numerous studies over the past ten years. University image is a student's overall perception of the university's reputation, credibility, and quality. When a university effectively carries out its social responsibilities, its image improves, and a positive university image can increase student pride, motivation to learn, and academic commitment, which in turn impacts academic performance. Research shows that university image contributes to student academic motivation and engagement, which in turn impacts student academic performance (González-Pérez et al., 2019). Thus, university image acts as a psychological mediator linking USR to student academic performance. Student loyalty is also a significant mediator in the relationship between USR and academic performance. Student loyalty reflects student commitment to the university, student involvement in academic activities, and the desire to remain a member of the university. Research shows that loyal students tend to have higher attendance rates, academic engagement, and learning motivation, which finally impacts student academic performance (Latif et al., 2021). Another result is that the direct influence of USR on SAP ($\beta = 0.185$) is stronger when compared to the indirect influence of USR on SAP through the mediating variables UI and SL. The value of $\beta = 0.105$, the indirect influence of USR on SAP through SQ, while the value of $\beta = 0.118$, the indirect influence of USR on SAP through the mediating variable SL.

The analysis results of both UNS and UST samples are described as follows. First, the direct effect of USR on SQ, UI, SL, and SAP shows the same results, indicating a positive and significant effect, so that H_1 to H_4 are accepted. Second, the direct effect of SQ on SAP is not supported in the UNS samples but is supported in the UST samples. In contrast, the direct effect of UI on SAP differs between the two samples: it is negative and significant in the UNS samples, whereas it is positive and significant in the UST samples. Therefore, the indirect effect of USR on SAP through SQ is not significant in the UNS samples but is significant in the UST samples. Meanwhile, the indirect effect of USR on SAP through UI is significant in the UNS samples but not significant in the UST samples. Finally, for both the UNS sample and the UST sample, had the same results, namely the direct influence of USR on SAP was stronger than the indirect influence of USR on SAP through the mediating variables SQ, UI, and SL.

This research has theoretical, practical, and social implications. In terms of theoretical implications, these findings strengthen stakeholder theory and social exchange theory in the context of higher education. Stakeholder theory explains that students, as primary stakeholders, will respond positively when universities fulfill their social responsibilities through quality educational services, a good reputation, and a supportive academic environment. Meanwhile, social exchange theory describes that students will reciprocate through loyalty and improved academic performance when they perceive the benefits of the university's social activities and services. The research shows that USR improves service quality and university image, which in turn enhances student loyalty and academic performance through social exchange mechanisms between students and the institution. Thus, this research makes a theoretical contribution by expanding the USR relationship model in higher education, which not only influences institutional reputation but also impacts student academic performance through mediating variables, such as service quality, university image, and student loyalty. Moreover, this research strengthens the mediation model in the relationship between USR and student academic performance. Recent research suggests that the influence of USR on academic performance is not always direct but often occurs through service quality and

university image as mediators. Recent research found that USR indirectly influences academic performance through university image and service quality, although in some samples, the direct effect of USR on academic performance is also significant. This indicates that the relationship between USR and academic performance is complex and involves several mediating variables. Therefore, this study adds to the literature on higher education management and student behavior.

In terms of practical implications, the results of this study provide recommendations for higher education administrators that USR implementation should be part of the university's core strategy. Universities should develop social responsibility programs such as community service, environmental sustainability programs, social scholarships, student social activities, and institutional transparency and ethics. Successful implementation of USR programs will improve the quality of academic and non-academic services, such as learning facilities, administrative services, learning technology, and lecturer-student interactions. Research shows that service quality influences student loyalty and academic performance by increasing student engagement and motivation. Therefore, universities should improve service quality as a strategy to enhance student loyalty and academic performance. Furthermore, universities should build a positive university image through consistent USR implementation and effective communication with students and the community. A good university image will increase student loyalty and pride in their university, which ultimately improves student academic performance. Research confirms that university image acts as a mediator between USR and student loyalty, and influences student academic performance. Therefore, universities need to integrate USR strategies with educational marketing strategies and institutional reputation management.

In terms of social implications, this study shows that the implementation of USR impacts not only the university and students but also the community. USR encourages universities to contribute to social, economic, and environmental development through community service activities, research that benefits society, and sustainable education programs. Research reveals that USR contributes to student character development, social engagement, and improved social behavior. This means that USR improves student loyalty and academic performance, as well as shapes students into individuals with a strong sense of social responsibility. Moreover, improving student academic performance through USR will produce graduates who are more competent, socially conscious, and ready to contribute to community development. Thus, the implementation of USR has a long-term impact on human resource development and sustainable development. Universities that consistently implement USR not only improve student academic performance but also enhance the institution's reputation and public trust in higher education.

CONCLUSION AND SUGGESTION

This study aims to analyze the influence of USR on SAP both directly and indirectly through the mediating variables of SQ, UI, and SL. This study concludes that USR has a direct influence on SQ, UI, SL, and SAP, as well as an indirect influence of USR on SAP through SQ, UI, and SL. For the UNS samples, the results show a direct effect of SL on SAP. This implies that to improve student academic performance, UNS needs to enhance SL. The efforts to improve SL UNS may include: (1) use of technology and digitalization, (2) improving staff quality and training, (3) student involvement in service development, (4) a holistic approach to student well-being, and (5) regular service evaluation and adjustment (BPIK, 2024). On the other hand, for the UST samples, the results indicate that UI and SL have a direct effect on SAP. This suggests that improving student academic performance at UST requires strengthening the university's image. Strategies to enhance UI may include: (1) focusing on academic quality, (2) building strong partnerships with industry and external

stakeholders, (3) improving campus facilities, and (4) developing engaging and relevant extracurricular programs that align with students' needs and interests (Salsabila, 2023).

This study has several limitations. First, student academic performance was measured using a single output indicator, namely GPA, which represents the cumulative average of students' academic achievements throughout their study period. GPA is calculated based on all courses taken and serves as a key benchmark for graduation and an important requirement for employment or further study. However, an ideal evaluation of student performance should use both outputs and outcomes. Outcomes provide a more comprehensive and long-term assessment of learning effectiveness, complementing quantitative output measures (Mahany, 2025). Examples of outcomes include enhanced critical thinking skills, deeper conceptual understanding, improved analytical abilities, job readiness, and increased post-graduation income. Therefore, future research is recommended to incorporate outcome-based measures in assessing student performance. Second, data collection in this study relied on Google Forms at both UNS and UST. While this method enables efficient and rapid data collection, it may affect data validity. To mitigate potential bias or invalid responses, focus group discussions (FGDs) were conducted at both institutions to ensure that respondents clearly understood the questionnaire items. Finally, this study focuses solely on the influence of USR on academic performance. Future research could expand the scope by examining the impact of USR on other dimensions of institutional performance, such as financial performance.

Disclosure statement

No potential conflict of interest was reported by the authors.

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Appendix 1

Questionnaire used in this study

Factor/ measure	Description of measurement item
University Social Responsibility (USR)	(adopted from National Authority for Quality Assurance and Accreditation of Education, 2015) and used by Adel et al. (2022)

Factor/ measure	Description of measurement item
USR ₁	Our faculty implements a strategic plan that serves the diverse needs of its different stakeholders (e.g., society, environment, industry).
USR ₂	Our faculty uses different media to communicate its community service activities to its internal/external stakeholders (e.g., teaching staff, students, internal departments, and other stakeholders).
USR ₃	Our faculty has different units that are responsible for community service and write periodic reports on their performance.
USR ₄	Our faculty offers different educational/research/community-outreach activities that serve the needs of our society.
USR ₅	Our faculty has a database including all community service activities for the past three years.
USR ₆	Our faculty maintains records for all meetings/council sessions attended by different stakeholders.
USR ₇	Our faculty identifies the roles of its different stakeholders, who participate in offering to our students and graduates internship/employment/entrepreneurship opportunities.
USR ₈	Our faculty uses the appropriate data collection methods to measure the satisfaction of its stakeholders regarding its community service activities.
USR ₉	Our faculty analyses/evaluates the data collected on its stakeholders' satisfaction.
USR ₁₀	Our faculty benefits from the data collected in making relevant corrective decisions for quality improvement.
Institutional/University Image (UI)/Reputation (developed by Nguyen & LeBlanc, 2001)	
UI ₁	I have always had a good impression of ABC (university).
UI ₂	In my opinion, ABC (university) has a good image in the minds of customers.
UI ₃	I believe the ABC (university) has a better image than its competitors.
UI ₄	In general, I believe the ABC (university) always fulfills the promises it makes to its customers.
UI ₅	ABC (university) has a good reputation.
UI ₆	I believe that the reputation of ABC (university) is better than that of other companies.
Customer (Student) Loyalty (developed by Nguyen & LeBlanc, 2001)	
SL1	If I had needed service now, ABC (university) would be my first choice.
SL2	I will continue to do business with ABC (university).
SL3	I would recommend ABC (university) as the best service company in the area.
SL4	I would encourage friends and relatives to do business with ABC (university).
Service Quality (reliability dimension) developed by Parasuraman et al. (1988) and used by Hassan et al. (2019)	
SQ ₁	When XYZ (university) promises to do something by a certain time, it does so.
SQ ₂	When you have problems, XYZ (university) is sympathetic and reassuring.
SQ ₃	XYZ (university) is dependable.
SQ ₄	XYZ (university) provides its services at the time it promises to do so.
SQ ₅	XYZ (university) keeps its records accurately.
Student Academic Performance (ASP), used by Tadese et al. (2022)	
SAP	A cumulative GPA (Grade Point Average)