

The Influence of University Logo Dimensions on Student Commitment in State Islamic Higher Education Institutions in South Kalimantan

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Abstract: *This study aims to measure the influence of the logo dimension of the Universitas Islam Negeri (UIN) Antasari Banjarmasin on student commitment. The university logo is seen not only as an aesthetic element, but also as a representation of the institution's values, benefits, and identity. The study used a quantitative approach with a predictive causal design through an online questionnaire distributed using convenience sampling and snowball sampling techniques, resulting in 408 respondents from a total population of 12,422 students. The research instrument was in the form of a Likert scale questionnaire adapted from Park et al. (2013) and analyzed with Partial Least Squares-Structural Equation Modeling (PLS-SEM). The results showed that the identification, functional benefits, and expressive appearance of logos had a significant effect on student commitment, while aesthetics had no effect. An R^2 value of 0.523 indicates that 52.3% of the variation in student commitment can be explained by the university logo. This study confirm that student commitment can be strengthened through the management of logos that represent the identity and benefits of the institution, not just highlighting visual beauty.*

Keywords: *University logo, visual identity, student commitment, functional benefits.*

Abstrak: *Penelitian ini bertujuan mengukur pengaruh dimensi logo Universitas Islam Negeri (UIN) Antasari Banjarmasin terhadap komitmen mahasiswa. Logo universitas dipandang tidak hanya sebagai elemen estetis, melainkan juga sebagai representasi nilai, manfaat, dan identitas institusi. Penelitian menggunakan pendekatan kuantitatif dengan desain predictive causal melalui kuesioner daring yang disebarakan menggunakan teknik convenience sampling dan snowball sampling, menghasilkan 408 responden dari total populasi 12.422 mahasiswa. Instrumen penelitian berupa kuesioner skala Likert yang diadaptasi dari Park dkk. (2013) dan dianalisis dengan Partial Least Squares-Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa identifikasi, manfaat fungsional, dan penampilan ekspresif logo berpengaruh signifikan terhadap komitmen mahasiswa, sedangkan estetika tidak berpengaruh. Nilai R^2 sebesar 0,523 mengindikasikan bahwa 52,3% variasi komitmen mahasiswa dapat dijelaskan oleh logo universitas. Penelitian ini menegaskan bahwa komitmen mahasiswa dapat diperkuat melalui pengelolaan logo yang merepresentasikan identitas dan manfaat institusi, bukan hanya menonjolkan keindahan visual.*

Kata Kunci: *Logo Universitas, Identitas Visual, Komitmen Mahasiswa, Manfaat Fungsional.*

Introduction

A logo serves as the foundational element in constructing a strong brand identity and consistently articulating an institution's core character (Wheeler, 2017). As institutions of higher education, universities hold a strategic mandate to cultivate intellectually capable and high-quality graduates. A university logo functions as a visual symbol that encapsulates the institution's values, mission, and vision (Kotler & Keller, 2016). When effectively designed, a logo can enhance public awareness and strengthen trust in the institution. Hynes (2009) emphasizes that visual components particularly color and form shape public perceptions of institutional quality and credibility. Therefore, a university logo should extend beyond aesthetic appeal and align coherently with its academic principles and educational mission.

Logos may consist solely of a brand name (e.g., Ford, Vivo, Oppo), combine a name with a visual symbol (e.g., the skateboard motif on Vans shoes, the three-pointed star of Mercedes-Benz, or the blue emblem of Piaggio), or appear exclusively as a symbol without textual elements (e.g., Apple's icon or Audi's four rings) (Park et al., 2013). Such visual configurations shape specific cognitive and affective responses, which subsequently influence attitudes and behavioral intentions, including purchase decisions (Liang et al., 2024). From a psychological standpoint, dual-coding theory posits that information presented simultaneously in verbal and visual formats is more easily encoded and retrieved from memory than information conveyed through a single modality (Paivio, 1969). In marketing terms, this implies that the Universitas Islam Negeri (UIN) Antasari Banjarmasin logo integrating both symbolic imagery and textual elements should be more effective in strengthening brand recall among its audience.

A university logo functions as a visual identity marker, a communication device, and a strategic branding instrument. These roles may shape the level of students' commitment to the institution (Aaker, 2012). Student commitment constitutes a critical dimension in enhancing educational quality and achieving institutional objectives. Prior studies indicate that a strong university logo can reinforce student commitment (Moriarty et al., 2014). Such commitment reflects students' sustained intention to remain engaged in and complete their higher education journey (Liang et al., 2024).

Student commitment plays a pivotal role in sustaining institutional continuity and safeguarding university reputation. Committed students not only persist in completing their academic programs but also actively support and advocate for their institution. Hennig-Thurau et al. (2001) argue that commitment emerges from the quality of the student-institution relationship, particularly through service performance, trust, and satisfaction. Helgesen & Nettet (2007) further emphasize that academic quality, the learning environment, and administrative services significantly shape student loyalty. Likewise, Alves & Raposo (2007) contend that positive educational experiences and meaningful interpersonal relationships foster emotional attachment, which in turn strengthens loyalty and cultivates proud alumni.

Considering these arguments, brand commitment typically emerges in high-involvement contexts, particularly when a brand embodies consumers' aspirations, core values, and self-concept. In the higher education setting, student commitment should reflect the symbolic meaning embedded in the university's logo. When students' commitment is incongruent with the logo's institutional meaning, this misalignment may erode public trust and weaken the university's reputational capital.

Following the institutional transformation from IAIN to UIN Antasari, the university undertook a renewal of its institutional identity through the adoption of a new official logo. The selection process was conducted through an open design competition that attracted 422 submissions. The winning design, created by Anto Wibowo from Jakarta, obtained a total score of 960 points and received an award of IDR 15 million. All submitted designs were formally designated as institutional property for potential future use. The new UIN Antasari logo was officially launched on May 2, 2017, in conjunction with Indonesia's National Education Day (Noor, 2017).

The visual concept of the logo of UIN Antasari is grounded in the institution's vision and mission. It embodies the metaphor of a "river of knowledge," constructed through the integration of five principal elements: a dome, a flowing river, a pen, atomic particles, and a globe. The dome symbolizes openness in delivering Islamic higher education that is both excellent and ethically grounded. The river represents Banjarmasin's identity as the "city of a thousand rivers," which subsequently transforms into a pen signifying the continuous flow of knowledge that generates meaningful contributions. The atomic particles denote a commitment to research, innovation, and scientific advancement, while the globe reflects UIN Antasari's global orientation in pursuing its institutional aspirations. The color palette further reinforces these meanings: green conveys Islamic values, golden yellow signifies academic excellence, and blue represents clarity of thought and breadth of vision.

Research examining the influence of university logos on student commitment remains limited. Most logo-related studies have been conducted within business and commercial contexts. Park et al. (2013) argue that symbol-based logos exert a stronger impact, demonstrating substantial effects on customer commitment and firm performance. This finding is reinforced by Jafari (2016), who reports that symbolic logos outperform name-based logos in enhancing organizational performance.

Safrian (2015) demonstrated that logos exert a significant influence on brand awareness. In contrast, Puspasari (2023) reported that logo design does not significantly affect brand image, whereas brand name has a significant impact on brand image. Furthermore, the combined effect of logo design and brand name was found to significantly influence brand image when examined simultaneously. Taken together, these findings indicate that logos are meaningfully associated with attitudinal outcomes, including commitment.

Institutional logos and overall institutional image exert a stronger direct influence on student commitment than the indirect pathway through satisfaction, although satisfaction remains a contributing factor Sophiyanto & Djoko (2009). Drawing upon this theoretical premise, the hypotheses proposed in this study are formulated as follows:

- H1** : The aesthetics dimension of the UIN Antasari logo has a significant effect on student commitment.
- H2** : Logo identification of UIN Antasari has a significant effect on student commitment.
- H3** : The functional benefits dimension of the UIN Antasari logo has a significant effect on student commitment.
- H4** : The expressive appearance of the UIN Antasari logo has a significant effect on student commitment.

The conceptual framework of this study is presented in Figure 1.

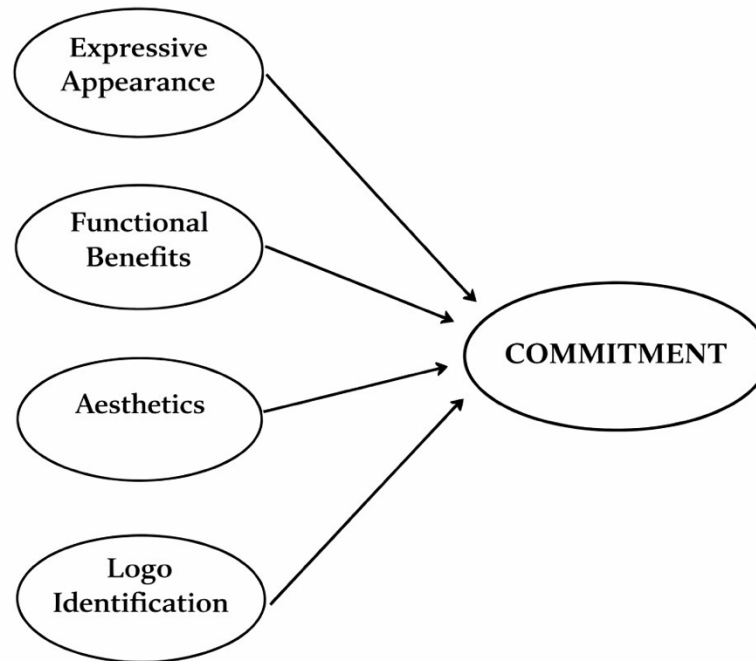


Figure 1. Conceptual Framework

Research on the logo of UIN Antasari is essential to advance understanding of visual identity within higher education institutions. This study aims to examine the effect of the university logo on student commitment. It contributes novelty insight by positioning the university logo as the primary unit of analysis in relation to student commitment an area that remains underexplored, as prior studies have predominantly examined logos within commercial and product-based contexts.

The distinctiveness of this research also lies in its operationalization of four logo dimensions expressive appearance, functional benefits, aesthetics, and identification in the application of Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess their effects within a higher education setting. By integrating these dimensions into a single analytical framework, this study extends logo research beyond corporate branding and situates it within the institutional dynamics of higher education.

Methods

This study employed a quantitative approach with a field research design. A predictive causal framework was adopted to statistically examine the relationships among variables. The quantitative approach was selected because it enables numerical measurement of constructs and hypothesis testing grounded in established theory (Creswell & Creswell, 2018; Paramita et al., 2021). Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM).

The research instrument consisted of a questionnaire adapted from (Park et al., 2013), subsequently translated and refined to align with the context of Islamic higher education. The instrument comprised five principal constructs: expressive appearance, functional benefit, aesthetics, logo identification, and commitment. Each construct was measured using three indicators formulated as both positively and negatively worded statements. Responses were recorded on a Likert scale. The validity and reliability of the instrument were assessed through measurement model (outer model) evaluation using SmartPLS. The questionnaire items are presented in Table 1.

Table 1. Questionnaire Items

Construct	Item	Statement
Expressive Appearance	PE_1	The UIN Antasari logo leads me to perceive that the university makes my life more stable and meaningful.
	PE_2	The UIN Antasari logo reflects my personal identity.
	PE_3	The UIN Antasari logo does not reflect my personal identity.*
Functional Benefit	MF_1	The UIN Antasari logo represents the functional benefits I expect from the university.
	MF_2	The UIN Antasari logo does not convince me of the university's functional benefits.*
	MF_3	The UIN Antasari logo reassures me that studying at UIN Antasari equips me to manage daily life competently.
Aesthetics	EST_1	The UIN Antasari logo is visually appealing.
	EST_2	The UIN Antasari logo conveys a sense of aesthetic quality.
Logo Identification	EST_3	The UIN Antasari logo is visually attractive.
	IDL_1	The UIN Antasari logo captures my attention.
	IDL_2	The UIN Antasari logo helps me recognize the university.
	IDL_3	The UIN Antasari logo does not attract my attention.*
Commitment	KOM_1	I feel loyal to UIN Antasari Banjarmasin.
	KOM_2	Even if the tuition fee (UKT) increases, I would still choose to study at UIN Antasari Banjarmasin.
	KOM_3	Even if the tuition fee (UKT) increases, I would continue to choose UIN Antasari Banjarmasin.

*Negative statement

Research data were collected through an online questionnaire administered via Google Forms and distributed through student WhatsApp groups. The sampling strategy combined convenience sampling and snowball sampling techniques. Referring to Cohen's sample size table, the minimum required sample was 377 respondents from a total population of 12,422 students (Cohen et al., 2018).

In addition, an a priori power analysis was conducted using G*Power 2 to estimate the minimum number of observations required to achieve the desired statistical power. With an effect size (f^2) of 0.015, an alpha level (α err prob) of 0.05, statistical power ($1-\beta$ err prob) of 0.95, and four predictors, the minimum required sample size was 129 respondents (Kang, 2021). The final dataset comprised 408 respondents, exceeding both recommended thresholds.

Secondary data sources, including scholarly books, peer-reviewed journal articles, and official university documents, were also incorporated to strengthen the analytical framework and support the interpretation of findings.

The data were analyzed using SmartPLS version 4.1.1.2, with emphasis on evaluating both the outer (measurement) model and the inner (structural) model. Convergent validity was assessed through outer loadings and the Average Variance Extracted (AVE), while internal consistency reliability was examined using Cronbach's Alpha and Composite Reliability. The results of the validity and reliability assessments are presented in Tables 2 and 3.

Table 2. Outer Loadings, Cronbach's Alpha (α), Composite Reliability (CR), and Average Variance Extracted (AVE)

	VIF	Outer Loading	α	CR (rho-a)	CR (rho-c)	AVE
EST_1	2.943	0.910				
EST_2	3.415	0.931	0.896	0.896	0.935	0.828
EST_3	2.323	0.888				
IDL_1	1.466	0.909				
IDL_2	1.466	0.857	0.721	0.743	0.876	0.780
IDL_3	1.042	*0.319				
KOM_1	1.263	0.839				
KOM_2	1.187	*0.566	*0.627	*0.630	0.843	0.728
KOM_3	1.263	0.867				
MF_1	1.362	0.861				
MF_2	1.014	*0.148	*0.680	*0.682	0.862	0.758
MF_3	1.362	0.880				
PE_1	1.658	0.912				
PE_2	1.658	0.893	0.773	0.777	0.898	0.815
PE_3	1.011	*-0.017				
MF_2	1.014	*0.148	*0.680	*0.682	0.862	0.758
MF_3	1.362	0.880				

Note: $\lambda > 0.70$; $\alpha > 0.70$; CR > 0.70 ; AVE > 0.50 .

*Were removed due to insufficient outer loading, and the model was re-estimated.

Table 3. Discriminant Validity Fornell-Larcker Criterion

	EST	IDL	KOM	MF	PE
EST	0.910				
IDL	0.694	0.883			
KOM	0.564	0.626	0.853		
MF	0.652	0.581	0.624	0.870	
PE	0.462	0.428	0.540	0.615	0.903

Based on the analysis results, the commitment construct (KOM) was measured using four indicators, all of which demonstrated outer loading values above 0.70, ranging from 0.839 to 0.861. These findings confirm that each indicator achieves adequate convergent validity in representing the commitment construct. In line with established benchmarks, outer loading values exceeding 0.70 indicate satisfactory to strong indicator reliability in measuring their respective latent constructs (Hair et al., 2021).

Regarding discriminant validity, the Fornell-Larcker criterion was applied. According to this approach, discriminant validity is established when the square root of the Average Variance Extracted (AVE) for each construct exceeds its correlations with other constructs in the model (Fornell & Larcker, 1981). As presented in Table 3, this requirement is satisfied for all constructs. Therefore, the measurement model

demonstrates adequate discriminant validity based on the Fornell–Larcker criterion (Hair et al., 2022).

Results and Discussions

Hypotheses Verification

The effect of logo aesthetics on student commitment was not statistically significant. The structural model produced a path coefficient (β) of 0.061 with a T-value of 0.777 and a p-value of 0.437, exceeding the 0.05 threshold. The 95% confidence interval ranged from -0.099 to 0.207, crossing zero and thereby confirming the absence of a meaningful effect. Accordingly, H1 was rejected, indicating that the aesthetic dimension of the logo does not significantly predict student commitment.

In contrast, logo identification demonstrated a significant positive effect on student commitment. The path coefficient (β) was 0.347 with a T-value of 4.192 and a p-value of 0.000, indicating strong statistical significance. The confidence interval, spanning from 0.188 to 0.505, remained entirely above zero, reinforcing the robustness of the relationship. Therefore, H2 was supported, confirming that identification with the university logo significantly enhances student commitment.

Similarly, functional benefits exhibited a significant positive association with student commitment. The estimated path coefficient (β) was 0.254, with a T-value of 4.231 and a p-value of 0.000. The confidence interval (0.138 to 0.365) further substantiated the stability and reliability of this effect. Thus, H3 was accepted, demonstrating that the perceived functional benefits conveyed by the logo significantly contribute to strengthening student commitment.

Finally, expressive appearance was also found to exert a significant positive influence on student commitment. The analysis yielded a path coefficient (β) of 0.207, a T-value of 3.737, and a p-value of 0.000. The confidence interval ranged from 0.096 to 0.312, remaining fully positive. Consequently, H4 was supported, indicating that the logo's expressive appearance plays a significant role in fostering student commitment.

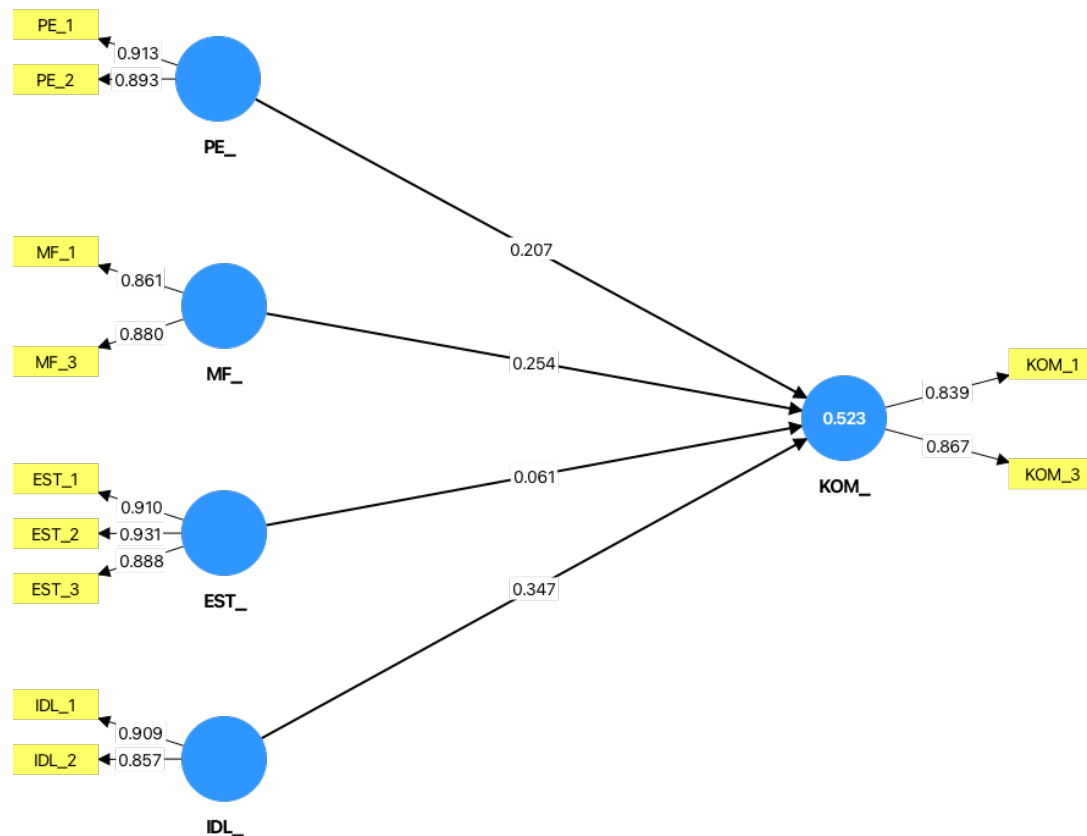


Figure 2. Inner Model

The detailed results of the hypothesis testing are presented in Table 4.

Table 4. Hypotheses Verification and Confidence Interval

	β	f^2	2,5%	97,5 %	T	P	Hypotheses
EST $\rightarrow$ KOM	0.06	0.00	-	0.21	0.77	0.43	H1 rejected
	2	3	0.096	5	7	7	
IDL $\rightarrow$ KOM	0.34	0.12	0.180	0.49	4.19	0.00	H2 accepted
	7	3		4	2	0	
MF $\rightarrow$ KOM	0.25	0.05	0.145	0.37	4.46	0.00	H3 accepted
	5	9		0	7	0	
PE $\rightarrow$ KOM	0.20	0.05	0.102	0.31	3.73	0.00	H4 accepted
	6	4		9	3	0	

Note: T-statistic > 1.96; P-value < 0.05; f^2 > 0.02 indicates a small effect size; f^2 > 0.15 indicates a medium effect size; f^2 > 0.35 indicates a large effect size (Cohen, 2013).

Model Fit

The coefficient of determination (R^2) is a statistical measure used to assess the proportion of variance in the endogenous variable that can be explained by its exogenous predictors. The value of R^2 ranges from 0 to 1 (Rahadi, 2023). In this study, the R^2 value of 0.523 indicates that 52.3% of the variance in student commitment is explained by the university logo dimensions included in the model. The closer the R^2 value is to 1, the greater the model's explanatory power in capturing the relationship between exogenous and endogenous constructs.

Thus, the proposed structural model demonstrates substantial explanatory capability, with slightly more than half of the variance in student commitment accounted

for by the predictors. The remaining 47.7% of the variance is attributable to other factors beyond the scope of this study.

Model fit was further evaluated using the Standardized Root Mean Square Residual (SRMR). A model is considered acceptable when the SRMR value is below 0.08 (Cohen, 2013; Wiyono, 2020). The estimated SRMR of 0.068 meets this criterion, indicating a satisfactory model fit. Overall, these findings confirm that the structural model adequately represents the relationships among the constructs and demonstrates acceptable reliability and robustness (Table 5).

Table 5. Model Fit

	R ²	R ²	SRMR	
		Adjusted	Saturated	Estimated
KOM	0.523	0.518	0.068	0.068

Discussions

This study found that the aesthetic dimension of the UIN Antasari logo does not significantly influence student commitment. This result indicates that visual attractiveness alone is insufficient to cultivate strong attachment or loyalty among students. The finding aligns with (Puspasari, 2023), who reported that logo aesthetics did not significantly affect brand image in the food and beverage industry. That study suggests consumers prioritize product quality over visual design elements. Similarly, (Marmat, 2023) demonstrated that brand aesthetics explained only 16% of the variance in consumer attention. Although aesthetic value may attract attention, such attention does not necessarily translate into sustained brand commitment.

In contrast, logo identification exerts a significant positive effect on student commitment. This finding suggests that the university's visual identity effectively strengthens students' sense of belonging and loyalty. The result supports (Aaker, 2012) brand identity theory, which emphasizes that visual elements such as logos shape strong organizational associations and perceptions. It is also consistent with Park et al., (2013), who argued that symbolic logos generate stronger psychological attachment than name-based logos. Furthermore, Siqueira et al. (2021) found that brand clarity and identity enhance brand commitment, which subsequently influences positive work behavior and satisfaction.

Functional benefits of the logo also significantly influence student commitment. This result indicates that the logo operates not merely as a symbolic artifact but as a representation of institutional competence and value. When students perceive that a logo reflects tangible benefits, their attachment to the institution strengthens. This finding corroborates Jafari (2016), who showed that logos communicating organizational capability enhance trust and customer attachment. Similarly, Sadeghvaziri et al. (2021) demonstrated that perceived logo benefits positively affect commitment. Thus, functional meaning becomes a critical differentiating factor in reinforcing university brand image and fostering commitment.

Finally, the expressive appearance of the logo significantly affects student commitment. This finding suggests that when a logo reflects students' values and self-concepts, it deepens emotional attachment to the institution. The result aligns with self-congruity theory (Sirgy, 1985), which posits that individuals display stronger loyalty toward symbols consistent with their self-image. Lee & Workman, (2015) similarly found that brands capable of self-expression strengthen customer commitment.

Therefore, emotional resonance and symbolic alignment emerge as central mechanisms in cultivating student commitment within higher education institutions.

Conclusion

This study aims to measure the influence of the logo dimension of the UIN Antasari Banjarmasin on student commitment. The findings reveal that logo identification, functional benefits, and expressive appearance significantly strengthen student commitment, whereas aesthetics does not have a significant effect. Identification emerges as the most dominant predictor, indicating that clarity of institutional identity plays a central role in fostering attachment. These results directly address the research objective by demonstrating that a university logo functions as a strategic identity instrument rather than merely a visual attribute.

The study contributes theoretically by extending logo and branding discourse from commercial settings into higher education. It confirms that symbolic meaning, perceived institutional value, and self-expressive alignment are more influential than visual attractiveness in cultivating commitment. Practically, university policymakers should design and manage logos as representations of institutional competence, shared values, and collective identity. A well-managed visual identity can become a sustainable asset in strengthening student loyalty and reinforcing institutional reputation.

Despite these contributions, several limitations should be acknowledged. First, the use of convenience and snowball sampling may limit the generalizability of the findings. Second, the cross-sectional design restricts causal interpretation over time. Third, the model explains 52.3% of the variance in student commitment, indicating that other influential factors were not included. Future research should incorporate mediating or moderating variables such as institutional image, satisfaction, trust, or student engagement. Comparative and longitudinal studies across different universities are also recommended to provide broader and more robust insights into the role of visual identity in higher education.

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