

**THE EXISTENCE OF LOYALTY IN INDONESIA MINISTRY EDUCATION REGULATION
ON ELECTRONIC TEXT BOOK.
(STUDY OF VOCATIONAL HIGH SCHOOL'S ELECTRONIC TEXT BOOK IN
BANDUNG)*)**

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Abstract

The Indonesian government believes that textbooks play a strategic role in improving the quality of primary and secondary education (Regulation of the Minister of National Education of the Republic of Indonesia No.11 of 2005). Nevertheless, Abdulkarim (2010) revealed that the quality of school textbooks, either in junior or vocational / high school is very low. The contradiction between Regulation of the Minister of National Education Regulation goal and Abdulkarim (2010), and some previous research, such as Heskett et al. (1997), and Dimitriadis (2006) motivates this study to analyze the effect of satisfaction to commitment and loyalty of vocational teachers in Bandung. The results showed that there was no correlation between satisfaction and the commitment and between the commitment and loyalty, but there is a significant direct correlation between satisfaction and loyalty. This shows that users of textbooks as the government policy consumers has loyalty in the sense will do its use continuously, but the loyalty is not based on a commitment, but only based on satisfaction. This suggests that vocational high school teachers are satisfied with the textbook but don't want to rely on Regulation of National Education Minister, since commitment is defined by Dwyer et al. (1987), Morgan and Hunt (1994), and Pritchard et al. (1999) as a stable seeking and defensive attitude towards not to change a choice. They are easy to change attitudes through using of Electronic Text Book (ETB) as teaching materials. The Authors also revealed some limitations and recommendations

Keywords: Electronic Text Book, Vocational High School, Satisfaction, Commitment, Loyalty.

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INTRODUCTION

Ministry of National Education of Indonesia realized that textbooks become one of the strategic components in shaping the quality of education and student learning outcomes (Regulation of the Minister of Education Decree No. 11 – 2005; Supriadi, 2000; Heyneman *et al.*, World Bank, in Abdulkarim, 2010). In addition, textbooks are a source and a major supporter of teaching and learning in schools and supporting educational system (Altbach, 1991; Abdulkarim, 2010).

To ensure the ongoing learning process, as an important part of education, the government saw the importance of the presence of books. The book became one of the critical

successes of teaching and learning activities. One of serious attempts by the government to ensure the availability of quality textbooks is publishing a book. This is in accordance with the mandate of Article 43 paragraph (5) Government Regulation no. 19/2005 on National Education Standards, National Education Standards Agency (BSNP) and the Center of Books. The two latter bodies, namely the National Education Standards Agency (BSNP) and the Centre of Books (Pusbuk), which has now changed its name to the Center of Books and Curriculum (Puskurbuk) have assessed some of textbooks, both at the unit of elementary level, intermediate level, or high school and vocational high school.

It is inevitable that the textbook is one of the significant determinants of the quality of student learning outcomes (Supriadi, 2000; Heyneman et al, World Bank, in Abdulkarim, 2010). A recent study in the United States reported that a textbook has a very dominant role as an instructional medium and give a good contribution to the learning activities in the classroom (Patrick, 1988). Additionally, the textbook is also a central issue for supporters of a successful education system (Altbach, 1991; Abdulkarim, 2010).

According to the Curriculum and books Center Agency of Ministry of Education, The Textbooks Copyright which has been assessed and purchased from the author or publisher since 2007 is more than 1330 volumes. The purchase was made by the government to accomplish the school library of elementary school (SD) / Islamic elementary school (Madrasah Ibtidaiyah), intermediate school (SMP) / Islamic Intermediate School (Madrasah Tsawaniyah), and High School (SMA) / Islamic High School (Madrasah Aliyah) and Vocational High School (SMK). Many parties assumed that government policies in providing non-curriculum book are a very good policy. Besides being very accommodating to the purpose of education, this policy is also seen as a way of trigger to the publishing industry in order to arise. Of course, the arising of role of books will give multiple impact to development of industrial Books (Putro, 2011).

The number of copyright of Electronics Textbooks (BSE) that has been assessed and purchased by Ministry of National Education is 927 books, as follows.

Table.1.

The numbers of Electronic Textbooks that has been assessed and purchased

No.	Level	Title numbers
1	Elementary	291 tittles
2	Intermediate	154 tittles
3	High school	276 tittles
4	Vocational High School	204 tittles
Jumlah		927 tittles

source: adapted from <http://www.bse.depdiknas.go.id>

To overcome the problem of shortage of cheap and qualified textbooks, the Minister of National Education of the Republic of Indonesia issued the Regulation No. 2 of 2008, which requires the use of Electronic School Text Book (BSE) as a textbook or a textbook in secondary schools in Indonesia. However, Abdulkarim (2010) and Banks (1985:224) revealed that the majority of students (approximately 74.2%) experienced the frustration of legibility or being a failed reader. Abdulkarim (2010) also revealed that the textbook narrative style is very difficult to understood and give a boring presentation.

The phenomenon that revealed by Abdulkarim (2010) will produce dissatisfied conditions for textbook users among Primary and Secondary Education, including teachers who use the Electronic School Textbook. Dissatisfaction will result in poor performance and produce low quality products as well. In a sense, it can lead to Textbooks teacher dissatisfaction, dissatisfaction teachers will lead to further education that not produce qualified products.

This is not in line with the purpose of implementation of the using of Electronic School Book accordance with the Regulation of the Minister of National Education No. 11 Th. , 2005. Then finally will lead to bad input for higher education. Additionally, there are an increasing number of high school student applicants to universities. Applicants on track (SNMPTN) written this year increased 14.93 percent (<http://www.kemdiknas.go.id/kemdikbud/berita>). Therefore, the satisfaction of teachers on the use of Electronic School Book (BSS) in high school need to be investigated.

Some researchers have expressed the importance of satisfaction, Fecikova (in Dimitriades, 2006) revealed that consumer satisfaction is a function and determinants of loyalty. Craven (1996: 9), revealed that customer satisfaction is the trigger for achievement or performance. Clearly, job satisfaction is very influential on "customer value" received by consumers, and "customer value" is a predictor of the emergence of consumer satisfaction. On the other hand, customer satisfaction lead to the formation of customer loyalty.

On the other hand, during the preparation of textbooks in Indonesia are still not based on research and experience as do in developed countries. The textbook preparation system in Indonesia did not pay attention to the suitability of the material and the recipient language learners well. It must be admitted that that kind of books is widely used in teaching and learning in secondary schools, including vocational, not organized in a way to consider the results of studies of legibility (Abdulkarim, 2010).

Referring to the Regulation of Minister of National Education No. 11 2005 on the goal of using of textbooks, and Abdulkarim research (2010) on the quality of textbooks or textbook, and some research on satisfaction, this research aims to: (1) analyze the effect of satisfaction on the commitment and loyalty of the Electronic School TextBook (BSE) of the the vocational school teachers in Bandung (2) evaluate consumer perceptions on government policy - in this case the teachers of Vocational High school that use Electronics School TextBook as consumer - on the use of Electronic School TExtBook. The research model shown in Figure 1.

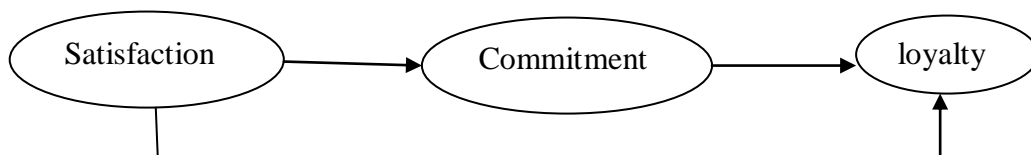


Figure 1. Research Model

Vocational High School Teacher is chosen due to students rapid growth. The Director of Vocational Education of directorate of primary and secondary level of National Education Ministry revealed that since 2005/2006 the number of vocational students continues to increase to 2.12 million from previous years. Then, in 2006/2007 the number of vocational students increased to as many as 2.4 million students. In 2008/2009, nationally, performance ratio of vocational and high school students has reached 46% versus 54%. Estimated that, in 2011, the number of vocational students has reached 3.95 million people (Mind, 2011).

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Satisfaction and Commitment

For decades, the theme of customer satisfaction into a warm and intensive discussion among consumer behavior and marketing scholars. In fact, recently, this theme also receive

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special attention along with a paradigm shift from transactional marketing concept to the "relationship marketing" (Grönroos, 2004; Wetzels et al., 1998).

Kotler (2000: 36) defines satisfaction as "a feeling of like or dislike someone for a product after comparing the performance of the product with the expectation on the product in question". The feeling like or dislike of a person certainly would not have happened if it was not based on a person's experience of a product. Therefore, satisfaction or dissatisfaction arise after someone has experience with the product (Crompton and MacKay, 1989).

Yi (1990, in Smith and Wright, 2004) expressed satisfaction as the "output" of perception, evaluation, and psychological reactions based on consumer experiences on a product. Meanwhile, according to Hunt (1991, in Saha and Zhao, 2005) satisfaction is associated with the consumer confidence over the functions of a product. For him, customer satisfaction is formed as consumer confidence in the products that his reputation was fully awake, especially of services (Sunarto, 2006). This emotional response is a very complex psychological process that involves cognitive and affective aspects. Thus, the term being satisfied or dissatisfied is a psychological domain of highly specialized (Chu, 2002: 285).

Some researchers expressed satisfaction as a predictor of commitment. Chiou (2004) and Hamadi (2010) examine the antecedents of commitment to Internet access. And revealed that customer satisfaction to internet access provider has a positive effect on the consumer's commitment to act in respect of the provider in question. Research Allagui and Temessek. (2004) shows that many consumers who are satisfied by their experiences with a particular provider, then he is committed to that provider. In fact, their intention to come back and visit again strongly encouraged (Hamadi, 2010). All three of these studies illustrate that consumer satisfaction is a predictor for commitment.

Zulganef (2006) revealed that the relationship between overall satisfaction with the commitment can be developed based on the concept of loyalty stages proposed by Dharmmesta (1999), research Morgan and Hunt (1994), and the principle of means-end chain proposed by Peter and Olson (1999). Dharmmesta (1999) revealed the four-stage loyalty. Description of the stages of loyalty expressed by Dharmmesta (1999) showed that commitment as conative loyalty will appear after consumer satisfaction (affective loyalty) first. Peter and Olson (1999: 96) expressed the principle of means-end chain. The principle of means-end chain illustrates that consumers buy products not based on commitment, but by the need to satisfy his desire. Therefore satisfaction will remain a primary objective. Morgan and Hunt (1994) and Zulganef (2006) further revealed a significant relationship between satisfaction with commitment.

Based on Chiou (2004), Hamadi (2010), Allagui and Temessek. (2004), Morgan and Hunt (1994) and Zulganef (2006), the first hypothesis of this study is:

H1: Satisfaction relates positively to teachers Commitment in using Electronic Text Book

Commitment and Loyalty

Bloemer, et al. (2003) defined commitment "as the major factor Motivating customers to recommend a product or service to their friends and driving their purchase intentions while decreasing their sensitivity to the price". Moorman et al. (1993) expressed relationships commitment as "*customers' general intentions to maintain the business relationship*", on the other hand, Dick and Basu (1994) expressed commitment as consumer wants to make a serious effort to handle and be able to solve the problem. Zulganef (2006) cited some scholars in the field of relationships marketing e.g. Dwyer et al. (1987), Morgan and Hunt (1994), and Pritchard et al. (1999) which defined commitment as a stable seeking and defensive attitude towards not to change a choice.

Definition of consumer commitment, in several investigations conducted in recent years, is relying on the affective aspects, and in broader observations, has a greater influence on

loyalty than satisfaction (Johnson et al., 2001; within Dimitriadis, 2006). Scanzoni (1979), expressed that "commitment is the most advanced phase in partners interdependence" (Wetzels, et al., 1998). The main subject of loyalty is the personal-individual tendency. But loyalty can not be confined to such a meaning. Mutuality is one feature that is closely related to loyalty. One indicators of a person's loyalty is his desire to return to the group (Blamires, 24).

Oliver (1999: 34) revealed loyalty as "a deeply held commitment to rebuy or repatronize a preferred product or service consistently in the future, thereby Causing in repetitive same-brand or same brand-set purchasing, despite situational Influences and marketing efforts having a potential cause for consumer to switching behavior ". Within this definition, at least, consumer loyalty is indicated by the commitment of consumers to make repeat purchases (to rebuy) or re-visit, there is consistency consumers to continue to use the same products even though there are attempts from competitors to shift from company to competing products. This is suggests that in loyalty is "consistent purchase of the brand over time" (Assael in Darsono, 2008). Thus Commitment as a consumer Consistency in the use of the same product is also supported by Blomquist et al. (2000: 103), and Jacobsen et al. (2004).

Some researchers distinguish loyalty from the consumer attitude behavioral loyalty (Zeithaml, 2000; Chaudhuri and Holbrook, 2001). Loyalty shaped behavior or repeated transactions (total transaction category, or categories of total expenditure). This kind of loyalty is sometimes measured by observation techniques. Loyalty attitudes often defined as a positive affective relationship to sustainability partnerships, and a strong desire (intention) to continue the partnership (Ball, Coelho, and Machas, 2004).

Jacoby and Kyner (in Hallowel, 1996) divides loyalty into two dimensions of categories, as follows.

a. behavioral Loyalty, is a concept that emphasizes on the sequence of purchases, the proportion of the purchase, and the probability of purchase (Dick and Basu, 1994). This is a behavioral approach in to loyalty

b. Loyalty as an attitude. Loyalty is understood as a psychological commitment of customer to objects (Dharmmesta, 1999). This understanding is called attitude approach.

The second hypotheses of this research is developed through (1990), Pritchard et al. (1999), Moon (2000), McDougall and Levesque (2000), Yoon (2002), and Zulganef (2006). Pritchard et al. (1999) find a correlation between commitment and repurchase intention of hotel and airline consumers. Moon (2000), Yoon (2002) revealed that overall satisfaction, trust, and commitment of on-line customers are significantly correlated to their intentions to make future interactions with sellers, and Zulganef (2006) found a correlation between commitment and intention to loyalty in relationships marketing services consumers. Based on Zulganef (2006), Pritchard et al (1999), Moon (2000), and Yoon (2002), the second hypotheses of this research is:

H2: Commitment relates positively to teachers loyalty in using Electronic Text Book

Satisfaction and Loyalty

Some research revealed that satisfaction has a strong influence on consumer tendency to repeat an action (Choi et al., 2004). According to Boulding (in Dharmmesta, 1999), loyalty occurs because consumers feel the satisfaction that accumulates continuously they get from, or other than the consumer's perception of the product quality. This is confirmed by the results of research Gerpott et al. (2001) that satisfaction be the deciding factor direct to consumer loyalty. And Singh (2006) that repeated purchases made by consumers is because of customer satisfaction.

Walsh et al. (2008: 989) states that there are two factors that are formed because of the satisfaction, the intentions of repeat purchases and positive word of mouth communication,

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which have a positive effect on loyalty. The result is consistent with the previous studies, such as Evanschitzky and Wunderlich (2006) and Homburg and Giering (2001). Nevertheless, other researchers (Jones et al., 2000; Feick et al., 2001) showed that the correlation between customer satisfaction and loyalty is weaker in the market segment that highly level of switching costs than in the segment that lower switching costs.

Several studies have consistently supported that customer satisfaction affects loyalty (Hallowell, 1996; Moutinho and Smith, 2000; Sivadas and Prewitt, 2002; Setiawan and Ritonga, 2011). However, in view of Mittal and Lassar (1998; Setiawan and Ritonga, 2011), the correlation was still doubtful that customers who are satisfied will return to purchase again. Since dissatisfaction can actually encourage the switching of customers. Conversely, satisfaction does not guarantee to the emergence of customer loyalty. Research Cronin and Taylor (1992) also supports these findings that the direct relationship between satisfaction and loyalty is still not clear.

Yi (1990) revealed that there are a positive effect of customer satisfaction on the intensity of the purchase, including post-purchase attitude. For Hoyer and MacInnis (2001), satisfaction was associated with acceptance, feeling happy, strong curiosity, and a sense of enlightened by the products purchased.

Several previous studies were used as a basic and reference in the creation of the third hypothesis of this study as follows: Brady et al. (2000) concluded that customer satisfaction significantly influence customer loyalty. Seguro (2008) revealed that customer satisfaction affects customer loyalty. Penelitian Cheng, et al. (2011) found a significant and positive impact of the satisfaction on engagement with consumers. Additionally, some investigators also noted that customer satisfaction is positively impacted on Consumer loyalty (Terblanche, 2006; Carrasco et al., 2005; Bruhn and Grund, 2000). Research by Gerpott et al. (2001) revealed that satisfaction be the deciding factor direct to consumer loyalty, and vice versa, repeated purchases made by consumers is because of customer satisfaction.

Nilsson and Sandberg (2010) arrived into conclusion that customer satisfaction is followed by the distribution of his experience to others through verbal communication (word of mouth). Zaim et al. (2010) expressed that customer satisfaction creates a positive effect on loyalty. Chitty, et al. (2007) mentioned that there is a positive relationship between customer satisfaction and customer loyalty. And Dimitriades (2006) found that there is a positive association between customer satisfaction and customer loyalty.

Based on several research mentioned above, the third hypotheses of this research is:

H3: Satisfaction relates positively to teachers loyalty in using Electronic Text Book

RESEARCH DESIGN

Table 2. Vocational Educators and High School Students Bandung Data

Level	Educators	Students	RATIO	
			Teacher/ School	Students/ School
Kindergarten	2,914	71,022	3.9	35
Elementary	10,809	463,526	8.7	40.4
Intermediate	8,561	239,412	27.4	47.3
High School	10,278	208,548	33.6	37.2
JUMLAH	32,561	982,508	73.6	159.9

Data Source: Bandung City Department of Education, 2011

Unit of analysis of this study is the Electronics School Book users, i.e. the vocational high school

teachers in Bandung. The number of teachers or educators who became the School of Electronics Books users in the city of Bandung, whether high school, vocational school, or Islamic High School is as much as 10.278. According to the Bandung Education Department, approximately 60% of whom are teachers of vocational high school; exactly 6167 teachers. The study was conducted to determine the behavior of the level of satisfaction of vocational high school teachers who have used Electronic School Books as a reference for teaching and learning.

The population of this research is vocational teachers that using Electronic Book School (EBS) is 6,167 people. Of the total population study that were already known, Responden is chosen through the sampling performed using Slovin formula (Naidoo, 2005),

Through the Slovin formula, the research sample was 376 respondents. This study used a questionnaire as an instrument for measuring the three variables, namely satisfaction, commitment, and customer loyalty. Authors compiled a questionnaire items were adapted and modified from Dimitriadis (2006). The questionnaire items scales are five points likert. The analyzed tool that used in this study is path analysis which is analyze the cause and effect of relationships between the independent variables and the dependent variable, either directly or indirectly (Rutherford, 1939). Authors used the Pearson correlation coefficient Product-Moment to test the validity. While cronbach alpha is used to test the reliability.

RESULT

Correlation of substruktur 1, the relationship between satisfaction and commitment, the results of the calculation states that the value of R Square (R^2) of 0.000. This figure gives the sense that the influence of user satisfaction on the commitment is 0%. That is, there are other factors are more dominant effect on commitment than the satisfaction of the Electronic Book School user. The value of t shows that there is no significant correlations between satisfaction and commitment. The t value of this correlation is 0.121, while the critical value is 1.960, so the number are smaller than 1.960, it means that H_0 is accepted and H_1 rejected. This is also reflected from the significance value which greater than 5%, precisely is 0.904.

Correlation of substruktur 2, the relationship between commitment and loyalty, the results of the calculation states that the value of R Square (R^2) of 0.004. This figure gives the sense that the influence of user commitment on the loyalty is 0.4%, 99.6% are other factors. That is, there are other factors are more dominant effect on loyalty than the commitment of the Electronic Book School user. The value of t shows that there is no significant correlations between commitment and loyalty. The t value of this correlation is 1.177 which is greater than 1.960, the critical value. This is also reflected from the significance value which greater than 5%, precisely is 0.240.

Correlation of substruktur 3, the relationship between satisfaction and loyalty, the results of the calculation states that the value of R Square (R^2) of 0.013. This figure gives the sense that the influence of user satisfaction on the loyalty is 1.3%, 98.7% are other factors. That is, there are other factors are more dominant effect on loyalty than the satisfaction of the Electronic Book School user. However, the value of t shows that there is significant correlations between satisfaction and loyalty. The t value of this correlation is 2.246 which is greater than the critical value of 1.960. This is also reflected from the significance value which lower than 5%, precisely is 0.025.

DISCUSSION

Hypothesis 1, which states that "The higher the level of satisfaction, the better the commitment of user of Electronic Textbook School of Vocational High School in the City of Bandung, "is not supported. This hypothesis was rejected because there was no effect of satisfaction on the commitment whose value is 0%.

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This condition suggests that vocational teachers are not consistent to make Electronic School Textbook as a reference or source of teaching and learning activities. It means that they are easily switch to other textbooks which are considered to be more favorable; reluctant to invest time and energy in order to get the latest Electronic Textbook School. Levels of confidence on Electronic Textbook School benefits is low, and the inconsistent commitment to maintain using of the Electronic School Textbook

Hypothesis 2, which states that "The stronger level of commitment, the better the loyalty of users of Electronic School TextBook in the City of Bandung" is not supported. Reason, the effect is very weak commitment to loyalty, ie by 0.4%.

It is clear that, in the context of the book, the using of Electronic School Textbook by the teacher does not affect the user's commitment to loyalty. This suggests that teachers could easily change their attitudes in the use of Electronic School Textbook as teaching materials. It can also be said that the loyalty of vocational high school teacher as users of Electronic Textbook is caused more by other factors, it could be, especially by the regulation of government policy. It can be said that the vocational high school teacher loyalty is the pseudo loyalty. It means that if there is a loyalty, it is an enforced loyalty, not a conscious loyalty.

Hypothesis 3 which states that "The higher the level of satisfaction, the more powerful the user loyalty of Electronic Textbook School in the City of Bandung " is supported. In other words, there is the influence of satisfaction on loyalty. Although the effect of satisfaction on loyalty is very small, that is 1.3%, due to the influence of other factors are more dominant, amounting to 98.7%. The correlation between satisfaction and loyalty also is unidirectional, and significant with a value of 0.114, which is reinforced by the significant value that is smaller than 5%, exactly 0.025.

These results suggest that, vocational teachers, as users of Electronic Textbook School is still willing to repurchase or reuse; willing to give advice to other teachers about Electronic Textbook; tend to reject offers of products other than Electronic textbook; consistent to advocates the Electronic textbook as the first-choice in teaching, and keep track of information current on Electronic Textbook. However, it should pay attention to the pseudo loyalty mentioned above or that the loyalty is very fragile.

Theoretically, it is known in the field of consumer behavior that there are relational and transactional relationships (Dwyer, and Schur, 1987; Jackson and Anderson, 1985). Relational relationships aimed at building and maintaining customer commitments; believed to be a booster of the company's profitability ratios. Commitment also minimize the time and effort for the organization to attract or retain customers (Zeithaml and Bitner, 2003).

The results of this study showed that Electronic Textbook user satisfaction has no significant relationship with commitment. Clearly, the satisfaction of vocational teachers in the use of Electronic Textbook does not guarantee to arise commitment to make Electronic Textbook as teaching materials. In relationship marketing, the relationship between Electronic Textbook teachers of vocational high school with the government as electronic textbook provider is transactional, and it might be temporarily.

It is allegedly that insignificant correlation between satisfaction and commitment is occur because of the regulations, the pragmatism of vocational teachers, and inconsistent regulation. The Educational Ministry Regulation of Indonesia No. 2/2008 on Books, Chapter V on the Use of Books in Education Unit, Article 7 Paragraph (1) states that "educators can advocate for students who are able to have the book". But, on the other hand, Article (11) mentions that "Educators, educational staff, are prohibited from acting as books retailer to students in the educational unit concerned".

Article 9 of Regulation of the Minister of National Education of the Republic of Indonesia No.11/2005 regarding Textbooks also specifies that "the teachers, educational staff, educational unit, or school committee is not allowed to sell the book to students." In fact, over the years, the practice of buying and selling textbooks is one source of extra income for vocational teachers.

Inconsistency is also related to the content associated with the use of books and science and technology development. According to the Minister of National Education of the Republic of Indonesia No. 11/2005 regarding Textbooks, Article 7 states that "the life of the educational textbooks set for at least 5 years". This was confirmed by the Minister of National Education of the Republic of Indonesia No. 2/2008 on Books of Article 10. On the other hand, in view of the teacher, limits the use of the book for 5 years is against the development of science and technology which is very quickly. In fact, the book's content usually is closely associated with the development of science and technology.

In contrast to the above correlation, the relationship between satisfaction and loyalty is unidirectional, and significant. However, the loyalty of teachers in the use of Electronic Textbook is artificial or pseudo, not a genuine loyalty. It can be alleged since the teachers are afraid with the sanction from policy makers. This is due to the Minister of National Education of the Republic of Indonesia Regulation No. 11/2005 regarding Textbooks Article 12 which states that "teachers or educational staff which are proven force and or sell books to students penalized in accordance with the legislation in force". This regulation is reinforced by the Minister of National Education of the Republic of Indonesia No. 2/2008 on Books, Article 14.

The phenomenon mention above is in line with Hennig-Thurau research and Klee (1997) which are found that the quality of relationships greatly affect the behavior of repeat purchase. Similarly, Chaudhuri and Holbrook (2001; Matzler, Grabner-Kräuter, Bidmon, 2006) which recognizes that belief becomes a central factor to creating customer loyalty. However, this study which is use textbooks as an object have failed to support that the commitment and loyalty have significant correlations. It is revealed from the analysis that the effect commitment to loyalty is very weak, it is only 0.4%. The study is in line with the research findings of Miller, et al. (2004) in the couriesr service company research. This results contrast with the findings of the Boxer (2009) study that there is a very strong and positive correlation between commitment and loyalty.

THEORYTICALLY IMPLICATION

Based on the analysis of the answers of the respondents, some theoretical implications that arise are as follows:

- a) This study failed to show that there is a significant positive relationship between satisfaction and commitment. Thus, this study does not support previous research which found that satisfaction affects commitment (Soni, Wilson, and O'Keeffe, 2000; Hennig-Thurau, 2004; Dimitriades, 2006; Vitello, 2007).
- b) This study actually found a positive and significant effect of satisfaction on loyalty. Thus, these results are consistent with and support the results of previous studies (Brady, Cronin, and Thomas, 2000; Bruhn and Grund, 2000; Wahyuddin and Muryati, 2001; Susanto, 2001; Caruana, 2002; Gunawan, 2003; Hendrajana, 2005; Carrasco et al., 2005; Dimitriades, 2006; Terblanche, 2006; Dalimunthe, Hedy, and Yean, 2007; Chitty, Ward and Chua, 2007; Seguro, 2008; Nilsson and Sandberg, 2010; Zaim, Ilmaz, Tarim, Ucar, and Akkas, 2010; Cheng, Chiu, Hu, and Chang, 2011).
- c) This study failed to prove that there is a significant positive effect of commitment to loyalty. Thus, this study does not support or contradict to the findings of the study of Pricthard, Harvict, and Howard (1999); Hennig-Thurau (2002), and Aryotedjo (2005). Instead, the results are consistent with Zhao and Smith (2006) which examined consumer chemical industry, electronics, and computers.

Based on these findings, the concept of influence of satisfaction on commitment; satisfaction to loyalty, and commitment to loyalty depends on the type of products offered and whether there is a regulations or government policies relating to the product, and the feasibility of the product to be consumed by the public.

It can be assumed that the insignificant correlation between satisfaction and commitment, as well as vocational teachers' commitment and loyalty of Bandung as a user is due to several reasons. First, the pragmatic attitude of teachers. Second, regulations that limit the teacher independency, especially the teachers' relational relationships with publishers, the Minister of National Education of the Republic of Indonesia No.. 2/2008 concerning Article 11 of the book which states that where educators or educational personnel are prohibited from acting as distributor or retailer of books to students. Regulation is reinforced by Article 9 of Regulation of the Minister of National Education of the Republic of Indonesia No.. 11/2005.

MANAGERIAL IMPLICATIONS

Several points that can be used as policy directives and regulations for the company, in this case the policy makers or regulators of Books, the publishers, as follows:

- a) Inconsistency and uncommitment vocational highschool teachers to use Electronic Textbook as a reference source of teaching materials should be monitored since it will affect the performance of the students as the end user of the instructional materials. Therefore, there needs to be policies that favor the convenience of teachers in implementing instructional activities.
- b) The content of Electronic Textbook should always be evaluated to match the latest scientific developments so that teachers as users find it helpful. The first step is to revise the provisions of Educational Ministry Regulation No. 5/2008 on the application of use of the 5 years electronic textbook become less than that. The proactive Policy is not impressed even more deadly creativity for writers in the face of increasing competition in the field of education.
- c) The low of Electronic Textbook user loyalty and commitment is expected to be an impetus for the book publishers to continue to innovate and provide convenience to consumers so keen to use the Electronic Textbook with high quality raw materials. Publishers are also required to produce a unique product and content books still refer to the demands of the curriculum, in line with the development of science, as well as adequate after-sales service. In this way, the performance of the company as a whole is expected to further increase.
- d) Higher School should be able to develop some research programs that can help high schools to improve the content of electronic textbooks, giving rise to the commitment of the teachers, which will ultimately result in qualified graduates as input and support in the process of teaching and learning in higher education.

LIMITATIONS

This study had made some contribution to the marketing theory and support some of previous studies, but the truth is there are still some limitations that should be of concern to the further research, as follows:

- a) The object of this study is limited to the product type of book used by teachers of vocational schools in the city of Bandung. Of course, the difference in the product will affect the research results obtained. Not only that, the limitations of the sample which is owned by the researchers could also be the cause of the limited scope of the research object. therefore, this study should be replicate or generalized through other research
- b) The data used in this study is cross-sectional and ex post facto, and therefore, the results obtained showed only conclusion in the current survey was conducted. For this reason, the conclusions revealed will greatly affect the ability of researchers to generalize the data.

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