

The Influence of Marketing Mix 4p and Service Quality on Students' Satisfaction at SMK Nusantara Weru, Cirebon District

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Abstract: In the midst of increasingly tight competition between educational institutions, schools are required to be able to maintain their existence by improving the quality of service and appropriate marketing strategies. Student satisfaction is an important indicator in assessing the success of educational institutions, including Vocational High Schools (SMK) which have a strategic role in producing competent and work-ready human resources. This study aims to analyze the effect of marketing mix and service quality on student satisfaction at SMK Nusantara Weru Cirebon, both partially and simultaneously. The method used is quantitative with a survey approach to 88 respondents, determined using the Slovin formula. The research instrument is a questionnaire that has been tested for validity and reliability. Data analysis was carried out through multiple linear regression using SPSS. The results of the study indicate that the marketing mix and service quality have a significant effect on student satisfaction. Simultaneously, the two variables explain 70% of the variation in student satisfaction, while the rest is influenced by other factors outside this study. These findings emphasize the importance of effective marketing strategies and improving service quality in increasing student satisfaction.

Keywords: Marketing Mix, Service Quality, Students' Satisfaction

A. Introduction

Marketing mix is a tool for marketers in this case educational institutions which consists of various elements of marketing programs that need to be considered so that the marketing strategy implemented can run successfully (Machali & Hidayat, 2018). The aim of marketing management of educational services is solely oriented towards students, namely by realizing various student expectations of the educational institution they choose (Aziz et al., 2023; Onsardi et al., 2021). Thus, school as educational institution that implement a good marketing mix can be oriented towards the satisfaction of users of educational institution services (Othman et al., 2020).

Marketing mix is closely related to service quality. The service quality in education must be given more attention, not only affects educational outcomes, but is also important when viewed from the competition between educational institutions that

require a marketing mix strategy. Customer satisfaction is determined by perceptions of service quality, product quality, price, situational factors and personal factors. Lovelock explains that satisfaction involves emotional states and post-purchase reactions (Hidayat, 2021). Thus, a well-implemented marketing mix is needed in order to improve service quality and student satisfaction (Mahajan & Golahit, 2019).

One of the educational institutions that seeks to implement a marketing strategy through the marketing mix is vocational high school or usually known as SMK in Indonesia. SMK is a continuing education institution that is very important for improving the quality of intelligent and competitive human resources. The success of a school is influenced by customer satisfaction. The success of a school is largely determined by various indicators in its students. Thus, student satisfaction is one of important factors in participating in learning activities and achieving optimal learning outcomes to demonstrate the success of school management.

The high level of competition in the quality of school services means that school have to strive to survive and develop by proactive parties. School services as educational institutions have now been standardized by the government through the regulation of the minister of National Education of the Republic of Indonesia Number 23 of 2013 concerning minimum services standards in district/city schools. This means that schools have to provide the best possible service to their customers in order to provide good assessments. Service quality with good existence will be a driving factor to increase customer satisfaction, so that there will be repeat consumption (Calma & Dickson-Deane, 2020; Santos et al., 2020). This also applies to students as customer of educational services. Therefore, good quality school services are oriented towards the interest of customers, in this case students. Customers need special attention in educational marketing, because customers are the ones who influenced the marketing process of educational institutions. Customers in educational marketing have two types, there are internal and external customers. Internal customers in education can be defined as parties involved in the educational system such as educators in schools. Meanwhile, external customers are divided into three: primary customers (students), secondary customers (government, community and guardians) and tertiary customers (parties who are recipients of educational products) (Chou et al., 2020; Rosário & Raimundo, 2021).

There is a phenomenon that states that currently education is experiencing rapid development, one of which is seen from the establishment of many vocational high schools which causes competition in getting students (Purnomo, 2023; Zanardi & O.Brusa, 2023). Thus, schools must prepare the appropriate educational service marketing strategy in order to attract and maintain their customers and the excellence of the school well. In addition, the formulation of an appropriate marketing strategy will have an impact on increasing customer satisfaction. Not a few of students feel dissatisfied and disappointed with the quality of the services provided and the marketing strategy offered that do not match with the actual situation.

Based on the results of initial research conducted through interviews with the principal of SMK Nusantara Weru Cirebon, it was found that SMK Nusantara Weru Cirebon was established in 1997. SMK Nusantara Weru Cirebon has three expertise programs, there are machinery expertise program, the audio video engineering expertise program and the automotive mechanics engineering expertise program where each expertise programs have an A accreditation rating.

Table 1. Number of Students

Year	Gender	Number of Students	Total
2020/2021	Male	728	751
	Female	23	
2021/2022	Male	751	779
	Female	28	
2022/2023	Male	771	803
	Female	32	
2023/2024	Male	730	757
	Female	27	
2024/2025	Male	740	768
	Female	28	

Based on the table 1 above, the number of students at SMK Nusantara Weru Cirebon is dominated by male students compared to very few female students. Student data tends to fluctuate every year. From this fluctuating number of students, the researcher is interested in conducting pre-research by conducting interviews on basic questions given to students. Satisfaction can be one of the factors that influences the rise and fall of the number of students each year. Thus, affecting satisfaction itself. Satisfaction affects the quality of the school in terms of its services, thus creating how much student satisfaction is with SMK Nusantara Weru Cirebon. In this case, marketing mix and services quality are thought to play role in influencing this. This study uses marketing mix, each element of which has an important role in the continuity of the marketing strategy. The marketing mix strategy has its own advantages, namely being able to combine the seven elements to reach the target market so that it does not depend on promotional elements alone. In addition, the quality of services provided by educational institution can have an impact on student satisfaction, in this case students and their parents. If the quality of services provided is not good enough, then the satisfaction of service customers decreases. Conversely, if the quality of educational services provided optimal, then the satisfaction of service customers increases. Therefore, marketing mix can provide satisfaction for customer of educational services as well as service quality.

There are many choices of educational marketing management, this research prefers the mix marketing strategy because it has elements that have their respective roles, not only marketing activities that rely on physical conditions and promotional communications, but can also review further from the products or services offered, financing systems, locations, human resources, promotional activities, to physical

evidence. Thus, this research realizes that marketing mix can combine marketing activities according to existing conditions.

Based on the background above, this study is interested in further research by raising the title "The Influence of Marketing Mix and Service Quality on Student Satisfaction at SMK Nusantara Weru Cirebon."

B. Methods

Types and Approaches of Research

This study uses a quantitative approach, which aims to test hypotheses and measure the influence between variables using numerical data. Quantitative research allows researchers to draw conclusions based on objective and measurable data through statistical processes. According to (Abo Soliman et al., 2020; Alkraihi & Ameen, 2021) the quantitative method is a systematic and structured scientific method, based on the philosophy of positivism, used to research certain populations or samples, with the aim of testing previously formulated hypotheses. This approach was chosen because it is in accordance with the objectives of the study, namely to determine the effect of the marketing mix and service quality on student satisfaction, both partially and simultaneously. With this approach, researchers can obtain a quantitative picture of the relationship between variables and the extent to which each independent variable contributes to the dependent variable.

Location and Time of Research

This research was conducted at SMK Nusantara Weru Cirebon, a private vocational high school located in Cirebon Regency, West Java. This school was chosen as the research location because it has a large number of students and has implemented marketing strategies and efforts to improve service quality. The research implementation period lasted for two months, from January to February 2025, which included the process of compiling instruments, collecting data, and analyzing the results.

Population and Sample

The population in this study were all students of SMK Nusantara Weru Cirebon who had studied for more than one academic year, namely class XI students in the 2023/2024 academic year. The selection of class XI was based on the consideration that students at this level were already familiar enough with the school environment, learning system, and services provided by the school, so that they were able to provide a more objective assessment of the marketing mix and service quality. The total population in this study was 757 students. To determine the number of samples, the

Slovin formula was used (with a tolerance level of error or margin of error of 10%), as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{757}{1 + 757 (0,10)^2} = 88 \text{ siswa}$$

n = Sample size

N = Population size

e = Allowance for inaccuracy (10%) due to tolerable sampling error

So that the number of samples obtained was 88 students. The sampling technique used was simple random sampling, namely each member of the population has the same opportunity to be selected as a sample. This procedure is carried out by drawing student registration numbers randomly using computer software, to avoid selection bias and increase the representativeness of the sample to the population.

Population and Sample

Data were collected using an instrument in the form of a closed questionnaire consisting of three main parts, namely:

1. Marketing Mix – this variable includes seven elements of service marketing (7P): product, price, place, promotion, people, process, and physical evidence.
2. Service Quality – measured using the SERVQUAL dimensions, namely tangible (physical evidence), reliability (reliability), responsiveness (responsiveness), assurance (assurance), and empathy (empathy).
3. Student Satisfaction – measured by indicators of satisfaction with academic services, facilities, teacher interactions, and expectations and realities felt by students during the learning process.

The questionnaire was prepared with a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree). Before being used for primary data collection, the instrument was tested for validity and reliability through a trial on 30 respondents outside the primary sample. Validity testing was carried out using Pearson correlation analysis, and all items showed a correlation value greater than 0.3, which means valid. Meanwhile, reliability testing was carried out by calculating the Cronbach's Alpha value, with results > 0.7 for all variables, indicating that the instrument is reliable.

Data Analysis Techniques

The collected data were analyzed using multiple linear regression analysis to test the effect of independent variables (marketing mix and service quality) on the dependent variable (student satisfaction). Multiple linear regression was used because there was more than one independent variable. This analysis was carried out with the help of SPSS version 26 software.

Hypothesis testing was carried out through two approaches:

1. Partial test (t-test): to determine the influence of each independent variable individually on student satisfaction.
2. Simultaneous test (F-test): to determine the influence of both independent variables simultaneously on the dependent variable.

Data Validity and Reliability

The validity of the instrument was tested through item-total correlation analysis using the Pearson Product Moment test. Items that have a correlation value > 0.3 are declared valid. The test results show that all items in the questionnaire have adequate validity.

C. Result and Discussion

Result of Multiple Linear Regression Analysis

Multiple linear regression analysis is used with the aim of determining the direction and magnitude of the influence of the independent variables on the dependent variables involving more than one independent variable (Demir et al., 2020; Sasono et al., 2021). The following are the results of the analysis obtained using the SPSS program.

Table 2. Multiple Linear Analysis Result

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-10.750	4.829		-2.226	.029
	Marketing Mix	.557	.050	.662	11.099	.000
	Service Quality	.588	.062	.568	9.530	.000

a. Dependent Variable: Student Satisfaction

Here is the equation obtained from the table above.

Description:

Y = Students' satisfaction

α = Constant

b = Coefficient value

X₁ = Marketing Mix

X₂ = Service Quality

ε = Other variables not studied in this research

Coefficient of Determination

Table 3. Coefficient of Determination Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 ^a	.700	.693	3.217

a. Predictors: (Constant), Service Quality, Marketing Mix

Based on the table above, R square is 0.700, meaning that the coefficient of determination (CD) = $R^2 \times 100\% = 0.700 \times 100\% = 70\%$ of the student satisfaction variable can be explained by the marketing mix variable and service quality variable. Meanwhile, the remaining 30 % is influenced by other factors that are not investigated.

Multiple Correlation Coefficient

Table 4. Multiple Correlation Coefficient Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 ^a	.700	.693	3.217

a. Predictors: (Constant), Service Quality, Marketing Mix

The table above shows that the R result of 0.917 is in the category between 0.800-1.000. Thus, the data shows that there is a very strong relationship between marketing mix, and service quality with student satisfaction.

F test Result (Simultaneous)

The F test is used to test the significance of the regression coefficient whether all independent variables, namely marketing mix and service quality have an influence on the dependent variable, namely student satisfaction simultaneously.

Table 5. F test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2051.855	2	1025.928	99.111	.000 ^b
	Residual	879.861	85	10.351		
	Total	2931.716	87			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Service Quality, Marketing Mix

The calculated F value from the table above is 99.111, greater than the F table of 3.10. The level of significance obtained is 0.000, less than 0.05. Thus, it can be concluded that simultaneously the marketing mix (X_1) and service quality (X_2) variables have a significant influence on student satisfaction (Y) at SMK Nusantara Weru Cirebon. The

hypothesis is stating that “there is an influence of marketing mix and service quality simultaneously” is accepted.

T Test Result (Partial)

The t test was conducted to test the influence of each dependent variables, those are marketing mix and service quality on the independent variable, namely student satisfaction. The result of the t test through statistical calculations using the SPSS program can be explained in the following table.

Table 6. T Test Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-10.750	4.829		-2.226	.029
	Marketing Mix	.557	.050	.662	11.099	.000
	Service Quality	.588	.062	.568	9.530	.000

a. Dependent Variable: Student Satisfaction

The t-test table above obtained the results of both the t-value of the marketing mix variable (X_1) and the t-value of the service quality (X_2) partially having a significance value of 0.000 less than 0.05. Thus, both the marketing mix variable (X_1) and service quality variable (X_2) partially have an influence of student satisfaction (Y). Thus, this data proves that the hypothesis stating “There are an influence of marketing mix and service quality partially on student satisfaction at SMK Nusantara Weru Cirebon” is accepted.

The Influence of Marketing Mix on Student Satisfaction at SMK Nusantara Weru Cirebon

In an increasingly competitive educational environment, schools as educational service institutions are not only required to organize the teaching and learning process, but also to be able to market their services effectively. Therefore, the marketing mix strategy is one of the important instruments that need to be managed properly. In the context of this study, the marketing mix (X_1) consists of four main dimensions, namely product (product), price (price), place (place), and promotion (promotion). The results of the statistical analysis in this study indicate that the t-count value for the marketing mix variable is 11.099, which is significantly greater than the t-table value of 1.988. In addition, the significance value of 0.000 (<0.05) indicates that the influence of the marketing mixes on student satisfaction is positive and statistically significant. Thus, it can be concluded that the better the implementation of the marketing mix by schools, the higher the level of satisfaction felt by students.

The marketing mix in the education sector is not identical to commercial strategies such as in the business world, but is more aimed at building added value and long-term relationships with students. The four main dimensions in the marketing mix, namely product, price, place, and promotion, when managed strategically, can create a pleasant learning experience while forming student loyalty to the institution. In the world of education, products are not only limited to the learning services themselves, but also include curriculum, program expertise, extracurricular activities, competency certification, and the overall learning experience. In vocational schools, "products" become more specific because they include students' abilities to be ready to enter the workforce or continue their studies to a higher level. If the products offered by the school are relevant to the needs of students and the industrial world, it will increase students' positive perceptions of the value of the education they receive. In this context, students not only assess how much material is taught, but also how applicable and useful the material is for their future. This study shows that the product dimension in the marketing mix makes a major contribution to student satisfaction. This means that SMKS Nusantara Weru Cirebon has been able to offer educational services that are in accordance with student expectations, both in terms of content, methods, and learning outcomes.

Prices in the private education sector are usually associated with educational costs or student contributions to school operations. In this context, students or parents will make an assessment based on a comparison between the costs incurred and the quality of service received. If students feel that the cost of education at SMKS Nusantara Weru Cirebon is comparable or even lower than the value they receive, then satisfaction will increase. Conversely, if the cost is considered high but is not accompanied by an increase in quality, it can cause disappointment. The fact that the price dimension has a significant influence on student satisfaction shows that the school has been able to determine a competitive, transparent, and appropriate cost structure in accordance with the value perceived by students. This strengthens the school's position in competing with other educational institutions in the vicinity.

The place dimension in the marketing mix refers to the ease of access and location of educational services, including the existence of infrastructure, the geographic location of the school, and the distribution system of information or services that support the learning process. In the context of vocational schools, "place" also includes access to industrial practice sites, partnerships with companies, and the availability of practice facilities at the school. Easy and strategic access can increase student satisfaction because they feel well facilitated in undergoing vocational education and training. The results of the study showing a significant influence of this dimension indicate that SMKS Nusantara Weru Cirebon has succeeded in providing a comfortable and easily accessible learning environment, both physically and digitally. This is an added value in building student satisfaction and loyalty.

Promotion in the context of education is related to how schools communicate the advantages, values, and benefits of the services offered. Forms of promotion can be in the form of brochures, social media, seminars, open house activities, alumni testimonials, to activities involving the general public. Proper and effective promotion not only attracts prospective students but also forms a positive perception in students who are studying. They feel proud and confident because they are part of an institution that is known and has a good reputation. The impact of promotion on student satisfaction can be seen from how students absorb information about school achievements, alumni achievements, excellent programs, and instilled values. This builds a collective identity and student pride in their school.

Student satisfaction is a reflection of the match between initial expectations and the reality they experience during the education process. When the dimensions in the marketing mix can be managed optimally, students feel that they get more than just a teaching and learning process. They feel the service is planned, structured, and relevant to their needs and expectations. Based on the very high t-value (11.099) and significance of 0.000, it can be concluded that the marketing mix has a real and large influence on student satisfaction. This result strengthens the theory of service marketing which states that the combination of product, price, place, and promotion is the main instrument in forming customer perception and satisfaction, in this case students.

The Influence of Service Quality on Student Satisfaction at SMKS Nusantara Weru Cirebon

Service quality is one of the important aspects in modern education management that emphasizes student satisfaction as an indicator of the success of educational institutions. In the context of this study, service quality (X₂) consists of five main dimensions, namely tangible evidence, reliability, responsiveness, assurance, and empathy. These dimensions are adapted from the SERVQUAL model which is widely used in measuring the quality of service, including in the education sector. Based on the results of the multiple linear regression statistical test calculations, a t-test value of 9.530 was obtained for the service quality variable, which is much greater than the t-table of 1.988. This shows that statistically, the service quality variable has a significant effect on student satisfaction. In addition, the significance value of 0.000 (<0.05) strengthens the conclusion that the influence is not caused by chance, but is real and relevant in the context of education at SMKS Nusantara Weru Cirebon. The results of this study confirm that the higher the quality of service perceived by students, the higher their level of satisfaction with the educational services provided by the school. Good physical conditions of the school will increase students' trust in the institution and support a more effective learning process. Conversely, poorly maintained facilities can create negative perceptions even though the quality of teaching is quite good. Therefore, the results of this study indicate that increasing physical evidence is one of the keys to creating student satisfaction. Reliability concerns the school's ability

to provide educational services consistently and accurately according to students' promises and expectations. This includes the accuracy of lesson schedules, curriculum suitability, fair evaluations, and timely delivery of academic information. The significant t-test results indicate that students at SMKS Nusantara Weru Cirebon consider service reliability as an important factor in shaping their satisfaction. When students feel that the school is able to fulfill its promises and commitments professionally, a sense of trust and comfort will be created in participating in learning activities. Responsiveness describes the extent to which educators and education personnel at the school are willing to help students and respond to their needs or complaints quickly and appropriately. In the world of education, a quick response to student difficulties, both in learning and administration, greatly determines students' perceptions of service quality. The results of this study are in line with the theory (Gajewska et al., 2019; Rachmad, 2022) which states that fast and solution-oriented service will increase consumer satisfaction. Responsive and communicative teachers and staff will create harmonious relationships with students, and increase their engagement in the learning process. In this study, assurance is also an important dimension that influences satisfaction. Students who feel safe and trust their teachers tend to be more open and active in learning activities. This shows the importance of developing teacher capacity not only in academics, but also in interpersonal communication. Empathy refers to the individual attention that schools give to students, such as understanding the unique needs of each student, a friendly attitude, and the ability to build emotional closeness. In education, empathy is the foundation for building healthy relationships between teachers and students. The results of this study also confirm that empathy given by teachers and education personnel contributes greatly to student satisfaction. When students feel understood and appreciated as individuals, not just numbers on an attendance list, they will feel more appreciated and involved in the educational process.

The Influence of Marketing Mix and Service Quality on Student Satisfaction at SMKS Nusantara Weru Cirebon

This study aims to analyze the effect of marketing mix and service quality on student satisfaction at SMKS Nusantara Weru Cirebon, both partially and simultaneously. The results of data processing using multiple linear regression analysis show that both independent variables have a significant effect on the dependent variable, both separately and together. Based on the results of statistical calculations, it is known that the calculated F value of 99.111 is much greater than the F table of 3.10. In addition, the significance value of 0.000, which is smaller than the alpha limit of 0.05 ($0.000 < 0.05$), indicates that the regression model involving marketing mix variables and service quality simultaneously has a significant effect on student satisfaction. In education, the marketing mix is not only limited to promotions or offers, but includes various elements that shape the image and value of educational institutions. Elements of the marketing mix such as educational service products, prices, places (locations), promotions, people (human resources), processes, and physical evidence are tools to

attract and retain students. From the regression results, it is known that the marketing mix has a regression coefficient value of 0.557 and a standard beta value of 0.662, which indicates a dominant influence on student satisfaction.

The results of this study strengthen the theory of service marketing put forward (ref), that in the service industry such as education, an effective marketing strategy must be holistic and touch all aspects of interaction between service providers (schools) and consumers (students and parents). Service quality also has a significant influence, as evidenced by the regression coefficient value of 0.588 and the standard beta value of 0.568. Aspects of service quality in education usually include teacher reliability, staff responsiveness, empathy for students, assurance of learning quality, and physical evidence in the form of adequate educational facilities. These results are in line with the SERVQUAL model developed (Ali & Anwar, 2021; Kartika et al., 2019), which explains that service quality is perceived based on the gap between the expectations of service users (students) and their perceptions of the services received. When the service provided meets or exceeds expectations, the level of satisfaction will increase. Both the marketing mix and service quality do not work separately.

D. Conclusion

This study was conducted to analyze and determine how much influence the marketing mix (X1) and service quality (X2) have on student satisfaction (Y) at SMKS Nusantara Weru Cirebon, both partially and simultaneously. Based on the results of the analysis, this study found that (1) Marketing Mix (X1) consisting of four dimensions, namely product, price, place, and promotion, has proven to have a positive and significant influence partially on student satisfaction. So the better the implementation of the marketing mix strategy carried out by the school, the higher the level of student satisfaction with the educational services provided. (2) Service Quality (X2) consisting of five dimensions, namely tangible evidence, reliability, responsiveness, assurance, and empathy has also been proven to have a significant influence partially on student satisfaction. This shows that the dimensions of service provided by the school, both in terms of physical facilities, professionalism of educators, responsiveness to student needs, and aspects of trust and attention to students, also determine their level of satisfaction in undergoing the educational process. (3) Simultaneously, the marketing mix (X1) and service quality (X2) have a significant and positive influence on student satisfaction (Y). The results of statistical testing show that these two independent variables together are able to explain 70% of the variation in student satisfaction, while the remaining 30% is influenced by other factors not examined in this study, such as internal student factors, family influences, learning motivation, or external policies from the government and education office.

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