

The Effects of Service Quality, Experiential Marketing, Student Engagement, and Learning Quality on Student Loyalty Through Student Satisfaction in Extracurricular Dance Activities

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Abstract

Educational institutions increasingly need to provide high-quality, engaging, and meaningful extracurricular experiences to enhance student satisfaction and loyalty. This study aimed to examine the effects of service quality, experiential marketing, student engagement, and learning quality on student loyalty, with student satisfaction as a mediating variable, in extracurricular dance activities at SD Bisma 2 Surabaya. A quantitative associative-causal research design using a cross-sectional survey approach was employed. The study involved the entire population of 85 active students through a total sampling technique. Data were collected using a five-point Likert-scale questionnaire and analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.0. The results showed that service quality, experiential marketing, student engagement, and learning quality had positive and significant effects on student satisfaction and student loyalty. Student satisfaction also had a positive and significant effect on loyalty and partially mediated the relationships between all four exogenous variables and student loyalty. Student engagement was the strongest predictor of student satisfaction, while student satisfaction was the strongest predictor of student loyalty. The model explained 70.3% of the variance in student satisfaction and 78.9% of the variance in student loyalty. These findings confirm that strengthening student engagement, learning quality, service quality, and positive extracurricular experiences can sustainably improve student loyalty within elementary school extracurricular education programs.

INTRODUCTION

Modern business competition encourages organizations, including educational institutions, to focus not only on functional excellence but also on value creation and customer experience. Gallarza et al. (2023) emphasized that customer evaluations of services are increasingly influenced by experiential value formed through interactions with service providers, which aligns with the perspective of Kotler and Keller (2016) that customer satisfaction and loyalty are central objectives of modern marketing. Schools, as providers of educational services, face similar demands. In addition to producing quality graduates, schools are also expected to provide supporting services, including extracurricular activities that meet the expectations of students and parents.

Dance extracurricular activities at SD Bisma 2 Surabaya represent one of the school's flagship programs designed to develop students' talents, creativity, confidence, and appreciation for Indonesian arts and culture. This program regularly participates in various art performances and competitions as part of efforts to develop students' non-academic competencies. The success of extracurricular activities is determined not only by the quality of

programs provided but also by students' willingness to remain active and committed to continuous participation.

Based on initial observations at SD Bisma 2 Surabaya, several issues were identified, including inconsistent student attendance during training sessions, varying levels of participation throughout the learning process, and students discontinuing their participation before program completion. These conditions indicate that student loyalty toward dance extracurricular activities requires further improvement. This phenomenon is important to investigate because student loyalty is an indicator of successful educational service implementation, particularly in extracurricular programs.

Previous literature has identified several research gaps related to factors influencing student loyalty. Some studies have found that service quality is a dominant factor in increasing satisfaction and loyalty within educational services (Sultan & Wong, 2019a; Alemu, 2023), while other studies have demonstrated that experiential marketing and student engagement have stronger influences on student satisfaction and loyalty (Kim et al., 2020; Munir & Zaheer, 2021). These inconsistent findings indicate that there is still no consensus regarding the most influential factors in shaping student loyalty.

Furthermore, most previous studies have been conducted in higher education or formal educational institutions, whereas research examining student loyalty toward extracurricular activities at the elementary school level remains limited. Previous studies have also generally examined only one or two independent variables, resulting in limited research integrating service quality, experiential marketing, student engagement, and learning quality within a single research model with student satisfaction as a mediating variable. Therefore, this study aimed to address these gaps and provide a more comprehensive understanding of student loyalty formation in dance extracurricular activities at SD Bisma 2 Surabaya.

In this study, service quality was viewed as the ability of educational institutions to provide services that meet the expectations of students and parents. Service quality reflects not only facilities and service processes but also interactions between service providers and students. Higher service quality is expected to increase student satisfaction and encourage loyalty toward extracurricular activities. Service quality was measured based on the SERVQUAL model developed by Parasuraman et al. (1988), which includes the dimensions of tangibles, reliability, responsiveness, assurance, and empathy. Customer satisfaction is formed through evaluations of the gap between expectations and perceptions across these dimensions.

The application of experiential marketing in extracurricular activities is reflected through enjoyable learning experiences, positive interactions with instructors, opportunities to participate in performances and competitions, and training environments that create memorable emotional experiences for students. According to Schmitt's (1999) Strategic Experiential Modules (SEMs), experiential marketing focuses on creating experiences through the dimensions of sense, feel, think, act, and relate, which can generate positive emotional responses. This perspective is consistent with the Service-Dominant Logic framework proposed by Vargo and Lusch (2004), which views service value as the result of co-creation between providers and recipients. In this study, experiential marketing was considered an effort to create meaningful learning experiences through sensory, emotional, intellectual, behavioral, and social engagement. In dance extracurricular activities, these experiences are reflected

through enjoyable practice environments, positive interactions between instructors and students, opportunities to participate in performances or competitions, and collaboration with peers throughout the learning process. Positive experiences are expected to increase satisfaction and encourage loyalty toward extracurricular activities.

Student engagement is an important indicator of learning success because it reflects students' behavioral, emotional, cognitive, and agentic involvement. Higher levels of student engagement during extracurricular activities may increase satisfaction and loyalty toward the program. Student engagement is conceptualized as a multidimensional construct consisting of behavioral, emotional, and cognitive engagement (Fredricks et al., 2004), which was later expanded by Reeve and Tseng (2011) through the inclusion of agentic engagement to capture students' active contribution in shaping their learning experiences. In this study, student engagement referred to the level of students' active involvement in dance extracurricular activities, including behavioral, emotional, cognitive, and agentic aspects. This involvement was reflected through consistent attendance, enthusiasm during practice sessions, active participation in activities, collaboration with group members, and students' initiatives in developing dance skills. Higher engagement levels were expected to generate positive learning experiences that increase satisfaction and strengthen loyalty toward extracurricular activities.

The quality of learning in extracurricular activities is determined not only by instructor competence but also by the suitability of training methods, learning materials, feedback provision, and evaluation processes that support students' skill development. Learning quality was explained through the concept of constructive alignment (Biggs & Tang, 2022) and Ramsden's (2020) perspective, which emphasizes the alignment between teaching methods, learning materials, and assessment with learners' needs. In this study, learning quality referred to instructors' ability to design and implement effective learning processes that support the development of students' knowledge, skills, and attitudes during dance extracurricular activities. Learning quality was reflected through the suitability of materials with students' abilities, engaging teaching methods, constructive feedback, and continuous evaluation. Higher learning quality was expected to increase student satisfaction and encourage loyalty toward extracurricular activities.

Student satisfaction was understood through the expectancy-disconfirmation model proposed by Oliver (1980). In this study, student satisfaction referred to students' evaluative responses after comparing their expectations before participating in extracurricular activities with their actual experiences during the learning process. Satisfaction occurs when service quality, learning experiences, student engagement, and learning quality meet or exceed students' expectations. Higher satisfaction levels are expected to encourage continued participation and strengthen students' commitment to the programs they join.

Meanwhile, student loyalty was based on Oliver's (1999) loyalty model, which explains loyalty as the result of accumulated positive experiences over time. In the context of dance extracurricular activities, student loyalty is reflected through students' willingness to continue participating, actively engage in practices and performances, and recommend the activity to peers. Student loyalty is an important indicator of extracurricular program success because it represents students' long-term commitment and engagement. Therefore, increasing loyalty requires support from service quality, positive learning experiences, high student engagement, effective learning quality, and student satisfaction with the program.

Based on theoretical perspectives and previous studies—including Alemu, (2023) and Dhungana (2024) regarding the relationship between service quality and satisfaction; Nugroho et al. (2022) and Arkadan et al. (2024) regarding experiential marketing and satisfaction; Munir and Zaheer (2021) regarding student engagement and loyalty; and Suriana et al. (2022) and Siminto et al. (2024) regarding learning quality and satisfaction—this study formulated 13 hypotheses consisting of nine direct-effect hypotheses (H1–H9) and four mediation hypotheses (H10–H13), as summarized below.

H1: Service quality has a positive and significant effect on student satisfaction.

H2: Experiential marketing has a positive and significant effect on student satisfaction.

H3: Student engagement has a positive and significant effect on student satisfaction.

H4: The quality of learning has a positive and significant effect on student satisfaction.

H5: Service quality has a positive and significant effect on student loyalty.

H6: Experiential marketing has a positive and significant effect on student loyalty.

H7: Student engagement has a positive and significant effect on student loyalty.

H8: The quality of learning has a positive and significant effect on student loyalty.

H9: Student satisfaction has a positive and significant effect on student loyalty.

H10–H13: Student satisfaction mediates the influence of service quality, experiential marketing, student engagement, and learning quality on student loyalty.

METHOD

Design, Population, and Research Sample

This study employed a quantitative approach with an associative-causal design and a cross-sectional survey method. The research population consisted of all active students participating in dance extracurricular activities at SD Bisma 2 Surabaya, totaling 85 students. Considering that elementary school students may have limitations in completing questionnaires independently, parents or guardians were allowed to assist in providing responses based on their understanding of the students' experiences in the program.

The study was conducted from February to April 2026 at SD Bisma 2 Surabaya, East Java. The research location was selected because the school has an active and established dance extracurricular program, making it relevant for examining factors influencing student satisfaction and loyalty. Due to the relatively small population size, this study applied a total sampling technique, in which all 85 students were included as respondents (Sugiyono, 2019). The sample size was considered appropriate for analysis using the bootstrapping approach in Partial Least Squares Structural Equation Modeling (PLS-SEM), which does not require normal distribution assumptions or large sample sizes (Hair et al., 2022).

The inclusion criteria consisted of students who had participated in the extracurricular program for at least three months. The research was conducted after obtaining permission from the Principal of SD Bisma 2 Surabaya. Before data collection, respondents and their parents or guardians were informed about the research objectives, data confidentiality, and their voluntary participation rights. The questionnaire was completed with parental or guardian assistance when necessary to ensure accurate responses.

Data Collection Instruments and Techniques

Primary data were collected through a 5-point Likert scale structured questionnaire (1 = Strongly Disagree to 5 = Strongly Agree) that contained 104 statement items to measure six

research variables: Service Quality (X1), Experiential Marketing (X2), Student Engagement (X3), Quality of Learning (X4), Student Satisfaction (Z), and Student Loyalty (Y). The instrument was adapted from scales validated in previous studies, through expert review by academics of education management and statistics, and tested on 30 respondents outside the sample before use. All questionnaires were returned in a completely filled condition and used entirely in the analysis. Before being used in the main study, the research instrument has gone through a language adjustment process so that it is easy to understand by elementary school students. Furthermore, the instrument is examined by an expert (*expert judgment*) to ensure the suitability of the indicator with the measured construct, then a pilot test is carried out on respondents outside the research sample to determine the level of validity and reliability of the instrument.

Data Analysis Techniques

The data was analyzed using *Structural Equation Modeling based on Partial Least Squares* (SEM-PLS) with SmartPLS 4.0, through two stages. First, the evaluation of the measurement model (outer model) includes a convergent validity test (*outer loading* > 0.60–0.70 and *Average Variance Extracted/AVE* > 0.50), a reliability test (*Cronbach's Alpha* and *Composite Reliability* > 0.70), and a discriminant validity test through the *Fornell-Larcker* and *Heterotrait-Monotrait Ratio* criteria/HTMT (< 0.90) (Hair et al., 2021; Henseler et al., 2015). Second, the evaluation of the structural model (inner model) includes the determination coefficient (R-Square) and hypothesis testing through the bootstrapping procedure (5,000 subsamples), with the hypothesis declared acceptable if the t-statistics value > 1.96 and/or p-values < 0.05 at the significance level of 5%. The selection of the SEM-PLS method is based on the ability of this method to analyze research models involving several latent variables simultaneously, including testing direct and indirect relationships through mediation variables. In addition, SEM-PLS is suitable for use in studies with a relatively small sample number and does not require normally distributed data, so this method is considered appropriate to answer the research objectives.

RESULTS AND DISCUSSION

Respondent Characteristics

The characteristics of 85 research respondents are presented in Table 1.

Table 1. Characteristics of Research Respondents (n = 85)

Characteristics	Categories	Percentage (%)
Gender	Male	44,7
	Women	55,3
Class Level	Class 2	12,9
	Class 3	23,5
	Grade 4	18,8
	Grade 5	20,0
	Grade 6	24,7

Characteristics	Categories	Percentage (%)
Long Follow-Up	< 6 months	20,0
Extracurricular	6–12 months	27,1
	1–2 years	34,1
	> 2 years	18,8
Questionnaire Filler	Students themselves	54,1
	Students accompanied by parents/guardians	34,1
	Parents/guardians	11,8

Source: Primary data processed (2026).

Based on Table 1, the majority of respondents were female (55.3%), while male respondents were 44.7%. Respondents came from various grade levels with the largest percentage coming from grade 6 (24.7%). Most of the respondents have participated in extracurricular activities for 1-2 years (34.1%), so they are considered to have sufficient experience in assessing the quality of service, learning experience, satisfaction, and loyalty to dance extracurricular activities. In addition, as many as 54.1% of the questionnaire was filled out independently by students, while the rest were filled in with mentoring or by parents/guardians to help ensure understanding of each question item.

Descriptive Statistics of Research Variables

Table 2. Descriptive Statistics of Research Variables

Variable	Average	Std. Deviation	Categories
Service Quality (X1)	3,70	0,78	Height
Experiential Marketing (X2)	3,76	0,84	Height
Student Engagement (X3)	3,84	0,81	Height
Quality of Learning (x4)	3,74	0,86	Height
Student Satisfaction (Z)	3,76	0,90	Height
Student Loyalty (Y)	3,74	0,97	Height

Source: Primary data processed (2026).

Based on Table 2, all research variables had an average score in the high category, with a score range of 3.70–3.84. The *student engagement* variable obtained the highest average score (3.84), which indicates that students have a good level of involvement during dance extracurricular activities. Meanwhile, the *service quality* variable had the lowest average score (3.70), but remained in the high category, indicating that respondents gave a positive assessment of the quality of services provided. Overall, the results of descriptive statistics indicate that respondents have a good perception of service quality, learning experience, learning quality, satisfaction, and loyalty to dance extracurricular activities.

Evaluation of Measurement Models (Outer Model)

Convergent validity was evaluated through outer loading and AVE. As presented in Table 3, all indicators had outer loading above the required threshold and AVE values above 0.50, so that all variables met the convergent validity criteria (Hair et al., 2021).

Table 3. Convergent Validity and Reliability Test Results

Variable	Outer Loading Range	AVE	CR	Remarks
Service Quality (X1)	0,692–0,833	0,584	0,965	Valid & Reliable
Experiential Marketing (X2)	0,755–0,895	0,654	0,974	Valid & Reliable
Student Engagement (X3)	0,687–0,858	0,611	0,962	Valid & Reliable
Quality of Learning (x4)	0,768–0,884	0,661	0,969	Valid & Reliable
Student Satisfaction (Z)	0,786–0,866	0,694	0,973	Valid & Reliable
Student Loyalty (Y)	0,821–0,892	0,751	0,980	Valid & Reliable

Source: SmartPLS 4.0 output processed (2026). CR = Composite Reliability; Cronbach's Alpha value is in the range of 0.957–0.978 (> 0.70).

Based on the results of the evaluation of the measurement model, all indicators have an outer loading value above the required minimum limit, while the Average Variance Extracted (AVE) value in each construct has exceeded 0.50. In addition, all constructs have a Composite Reliability value and Cronbach's Alpha above 0.70, so that the research instrument is declared valid and reliable. The results of the discriminant validity test using the Fornell-Larcker criterion showed that the square root of AVE in each construct was greater than the correlation between other constructs. The results were also strengthened by the Heterotrait-Monotrait Ratio (HTMT) value which was entirely below the limit of 0.90. Thus, all constructs in this study have met the requirements for validity and reliability according to the evaluation criteria of the SEM-PLS measurement model (Hair et al., 2021; Henseler et al., 2015).

Evaluation of Structural Models (Inner Model)

Table 4. Determination Coefficient Test Results (R-Square)

Endogenous Variable	R-Square	Categories
Student Satisfaction (Z)	0,703	Strong
Student Loyalty (Y)	0,789	Strong

Source: SmartPLS 4.0 output processed (2026).

Based on Table 4, the *R-Square* for the Student Satisfaction variable of 0.703. The results show that 70.3% of the variation in student satisfaction can be explained by the *service quality, experiential marketing, student engagement*, and learning quality, while the remaining 29.7% were influenced by other factors outside the research model. Meanwhile, the value of *R-Square* for the Student Loyalty variable of 0.789, which means that 78.9% of the variation

in student loyalty can be explained by the *service quality*, *experiential marketing*, *student engagement*, quality of learning, and student satisfaction, while the remaining 21.1% were influenced by other variables that were not studied. Based on the criteria presented by Hair et al. (2021), the two values *R-Square* It is included in the strong category, so the research model has a good ability to explain the relationship between the variables studied.

Hypothesis Testing

Hypothesis testing was carried out through a bootstrapping procedure on SmartPLS 4.0. The results of testing 9 direct influence hypotheses (H1–H9) and 4 mediating influence hypotheses (H10–H13) are presented in Table 5 and Table 6.

Table 5. Direct Influence Hypothesis Test Results

H	Pathway	Koef.	t-stat	p-value	Verdict
H1	Service Quality (X1) → Student Satisfaction (Z)	0,202	2,948	0,003	Accepted
H2	Experiential Marketing (X2) → Student Satisfaction (Z)	0,273	3,637	0,000	Accepted
H3	Student Engagement (X3) → Student Satisfaction (Z)	0,370	5,405	0,000	Accepted
H4	Learning Quality (X4) → Student Satisfaction (Z)	0,303	4,071	0,000	Accepted
H5	Service Quality (X1) → Student Loyalty (Y)	0,169	2,499	0,013	Accepted
H6	Experiential Marketing (X2) → Student Loyalty (Y)	0,192	2,714	0,007	Accepted
H7	Student Engagement (X3) → Student Loyalty (Y)	0,196	2,597	0,009	Accepted
H8	Learning Quality (X4) → Student Loyalty (Y)	0,166	2,338	0,019	Accepted
H9	Student Satisfaction (Z) → Student Loyalty (Y)	0,399	3,650	0,000	Accepted

Source: SmartPLS 4.0 bootstrapping output processed (2026).

Table 6. Results of Mediation Effect Hypothesis Test

H	Pathway	Koef. Indirect	t-stat	p-value	Verdict
H10	X1 → Z → Y	0,080	2,024	0,043	Accepted
H11	X2 → Z → Y	0,109	2,846	0,004	Accepted
H12	X3 → Z → Y	0,148	3,265	0,001	Accepted
H13	X4 → Z → Y	0,121	2,420	0,016	Accepted

Source: SmartPLS 4.0 bootstrapping output processed (2026).

Based on the results of hypothesis testing in Table 5 and Table 6, all research hypotheses (H1–H13) were declared acceptable because they had t-statistical values greater than 1.96 and p-values less than 0.05. These results show that service quality, experiential marketing, student engagement, and learning quality have a positive and significant effect on student satisfaction and student loyalty. In addition, student satisfaction has also been proven to have a positive and significant effect on student loyalty. The results of the mediation effect test showed that student satisfaction was able to mediate the influence of the four exogenous variables on student loyalty partially (partial mediation), which indicated that improving service quality, learning experience, student engagement, and learning quality not only had a direct effect on student loyalty, but also through increased student satisfaction.

Service quality has a positive and significant effect on student satisfaction (H1), in line with the findings of Alemu (2023) and Dhungana (2024) which prove that the quality of educational services contributes significantly to student satisfaction, as well as strengthening the SERVQUAL model (Parasuraman et al., 1988) that satisfaction is formed from the evaluation of five dimensions of service quality. In the extracurricular context of dance arts, the responsiveness and empathy of instructors are an important foundation for a satisfying learning experience.

Experiential marketing has also been shown to have a positive and significant effect on student satisfaction (H2), consistent with Nugroho et al. (2022) and Arkadan et al. (2024) who show the role of experiential marketing in shaping customer satisfaction. These findings reinforce the concept of *Strategic Experiential Modules* (Schmitt, 1999): the richer the *sense, feel, think, act, and relate* experiences that students feel, the higher their satisfaction.

Student engagement is the largest contributor to student satisfaction (H3), in line with Munir and Zaheer (2021) about the role of student involvement in shaping positive assessments of extracurricular programs, as well as strengthening the engagement framework of Fredricks et al. (2004) and the agentic engagement dimension of Reeve and Tseng (2011). These findings confirm that active student engagement — not just attendance — is the key to building satisfaction with non-formal education services.

The quality of learning has a positive and significant effect on student satisfaction (H4), strengthening the concept of constructive alignment (Biggs & Tang, 2022; Ramsden, 2020) and in line with Suriana et al. (2022) and Siminto et al. (2024) who show the importance of alignment of learning methods, materials, and evaluations for student satisfaction.

The four exogenous variables have also been shown to have a direct effect on student loyalty without having to go through student satisfaction (H5–H8), reinforcing the loyalty model of Oliver (1999) and Zeithaml et al. (2018) which explain loyalty as a result of the accumulation of repeated positive experiences. Meanwhile, student satisfaction is the biggest influence predictor of loyalty in this model (H9), in line with Priambodo et al. (2025) and Hidayat and Rohana (2022) who found satisfaction to be a strong predictor of loyalty to educational services.

The results of the mediation test (H10–H13) showed that student satisfaction partially mediated the influence of the four exogenous variables on student loyalty. This means that efforts to improve the quality of service, experience, engagement, and learning have a dual impact on loyalty: it directly shapes student commitment, and it indirectly strengthens that commitment through increased satisfaction. These findings confirm the relevance of the

expectancy-disconfirmation model (Oliver, 1980) in the context of non-formal education services at the elementary school level.

CONCLUSION

Service quality, experiential marketing, student engagement, and learning quality were each found to have positive and significant effects on student satisfaction and student loyalty, both directly and indirectly through the partial mediation of student satisfaction, in dance extracurricular activities at SD Bisma 2 Surabaya. Student engagement was the strongest predictor of student satisfaction, while student satisfaction was the strongest predictor of student loyalty. The research model demonstrated strong explanatory power, with R-square values of 70.3% for student satisfaction and 78.9% for student loyalty.

The findings of this study provide theoretical contributions by enriching the understanding of student loyalty within the context of non-formal education services, particularly elementary school dance extracurricular activities, through the integration of service quality, experiential marketing, student engagement, and learning quality with student satisfaction as a mediating variable. Practically, these findings can serve as a reference for schools in developing strategies to improve extracurricular service quality while sustainably increasing student satisfaction and loyalty.

Despite generating relevant findings, this study had several limitations. First, the research was conducted at only one elementary school, SD Bisma 2 Surabaya, which limits the generalizability of the findings to other educational institutions. Second, the study employed a cross-sectional design, which captured respondent conditions within a single period and did not allow observation of changes over time. In addition, the study examined only four independent variables and one mediating variable; therefore, other potential factors influencing student loyalty were not included in the model.

From a practical perspective, extracurricular program managers are recommended to: (1) maintain consistent service quality, particularly in instructor responsiveness and empathy; (2) enhance student experiences through enjoyable training environments and opportunities to participate in performances and events; (3) encourage active student engagement by providing opportunities for initiative and participation during training activities; (4) improve learning quality through strengthening instructor competencies and implementing continuous evaluation; and (5) regularly monitor student satisfaction as an early indicator of sustained loyalty. Future research is recommended to examine this model across broader populations and different types of extracurricular activities to strengthen the generalizability of the findings.

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