

The Impact of Sensory Perception, Emotional Response, Cognitive Processing, Behavioral Response, and Interpersonal Relationships on Customer Satisfaction: A Mediation Analysis of Service Quality in the Inspiring Schools of the Muhammadiyah Gresik Region

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Abstract. This study investigates the impact of experiential factors (sensory perception, emotional response, cognitive processing, behavioral response, and interpersonal relationships) on customer satisfaction. Additionally, we explore how service quality moderates this relationship. Using a quantitative approach, we collected data from parents of students in five Muhammadiyah Inspiring Schools. Our findings indicate that emotional response, cognitive processing, behavioral response, and interpersonal relationships significantly influence service quality. Cognitive processing and interpersonal relationships also impact customer satisfaction. However, sensory perception does not significantly affect service quality. Surprisingly, service quality does not significantly influence customer satisfaction. Furthermore, our study suggests that service quality does not moderate the relationship between these experiential factors and customer satisfaction.

Keywords: customer satisfaction, sense, feel, think, act, relate, service quality

1. Introduction

Experiential marketing is a concept that deals with the relationship between the consumer and the brand in a holistic way. Especially in the concept of experiential marketing; focuses on what the consumer wants. In accordance with the principles of experiential marketing, as articulated by Robert S. Kaplan and David P. Norton (2000), marketing activities involve a comprehensive understanding of the foundational aspects of a business, the preferences and desires of consumers, their intended direction, and the transformative impact they seek to achieve in their lives through the acquisition of goods or services. The fundamental objective in this context extends beyond the mere transaction of goods or services. Rather, the core purpose of experiential marketing is to engage with and understand the customer, prioritizing their needs, preferences, and experiences (Furtun in Akgün, 2021).

Experiential marketing establishes a comprehensive strategic framework that extends beyond conventional marketing approaches. Traditional marketing perceives consumers as rational decision-makers primarily focused on functional attributes and tangible benefits. In contrast, experiential marketing recognizes consumers as both rational and emotional beings, emphasizing their pursuit of meaningful and enjoyable experiences in their interactions with products and services.. Marketers can design five distinct categories of experiences, referred to as strategic experiential modules (SEMs), to enhance customer engagement. These include sensory experiences (SENSE), which appeal to the senses; affective experiences (FEEL), which evoke emotional responses; creative cognitive experiences (THINK), which stimulate intellectual engagement; physical experiences, behaviors, and lifestyles (ACT), which encourage active participation; and social-identity experiences (RELATE), which foster connections with reference groups or cultural contexts.. Experiential marketing employs various experience providers (ExPros) to facilitate the implementation of these diverse experiences. These ExPros include communication strategies, visual and verbal brand identity, product presence, electronic media, and other interactive elements. The overarching objective of experiential marketing is to cultivate holistic experiences that seamlessly integrate individual experiential components into a cohesive and immersive framework. (Schmitt, 1999).

Customer satisfaction refers to the emotional response—either disappointment or pleasure—that arises when individuals compare their expectations with the actual outcomes they experience. Achieving a high level of satisfaction fosters a strong emotional connection between customers and a brand or company, enhancing loyalty and long-term engagement (Kotler and Keller in Euis et al. 2021). When customers perceive their purchasing experience as satisfactory or highly satisfying, businesses can anticipate the development of repeat purchasing behaviors. A high level of satisfaction reinforces customer loyalty, fostering continued engagement and long-term brand commitment. (Robert S. Kaplan and David P. Norton, 2000).

Customer satisfaction is conceptualized as an individual's affective evaluation, encompassing a spectrum of emotional responses ranging from contentment to disappointment. This evaluation emerges from the comparison between the perceived performance of a product or service and the individual's prior expectations. When the actual performance falls short of expectations, dissatisfaction arises. Conversely, satisfaction occurs when expectations are met, while exceptional satisfaction—often referred to as delight—is achieved when the performance exceeds expectations, fostering a heightened sense of consumer fulfillment and brand affinity. (Kotler and Keller in Euis et al. 2021). When customers evaluate their purchasing experience as satisfactory or highly satisfying, it can foster repeat purchasing behaviours, serving as a strong indicator of customer loyalty. A consistently positive purchasing experience enhances consumer trust and commitment, contributing to long-term brand engagement and retention (Robert S. Kaplan and David P. Norton, 2000). Customer satisfaction indicators are intrinsically linked to consumer expectations, their interest in returning for future transactions, and their willingness to provide recommendations. These factors collectively reflect the overall effectiveness of a

brand or company in meeting consumer needs and fostering long-term engagement (Tjiptono in Indrasari in Puspitasari & Nisak, 2023).

The primary external customers of an educational institution are the students, who directly engage with its academic programs and services. Secondary external customers include parents or guardians, who play a crucial role in supporting students' educational journeys. Additionally, tertiary external customers encompass the broader community and governmental entities, both of which contribute to shaping educational policies, resources, and institutional development (Sutarto, 2015). Customer satisfaction is a critical determinant of the overall effectiveness of educational institutions. It serves as a key benchmark for assessing institutional performance and service quality. A school is considered to be performing well when its stakeholders, particularly students and their parents, express satisfaction with the services provided. Conversely, failure to meet customer expectations results in dissatisfaction, potentially undermining trust and engagement. When educational services align with customer needs and expectations, parents of students experience a heightened sense of satisfaction, fostering trust and long-term loyalty to the institution (Ningsih et al., 2018)

The Muhammadiyah Future School, classified under the Inspiring School category (SK Dikdasmen PWM East Java, number 1936/KEP/II.4/D/2021), is recognized for fulfilling several criteria: a clear vision; well-defined core values; a clean, green, hygienic, aesthetically pleasing, and safe environment; an inspiring learning community; trust from the community; child-friendly policies; effective financial management; a holistic learning approach; an international orientation; and a culture that embodies Islamic principles and quality standards.

A survey was conducted to assess the satisfaction of parents, who are considered school customers, at SD Almadany (SD Alam Muhammadiyah Kedanyang), Gresik, another Inspiring School. The survey was carried out for the academic year 2022-2023 and garnered responses from a total of 181 participants. The results are presented in the subsequent graph:

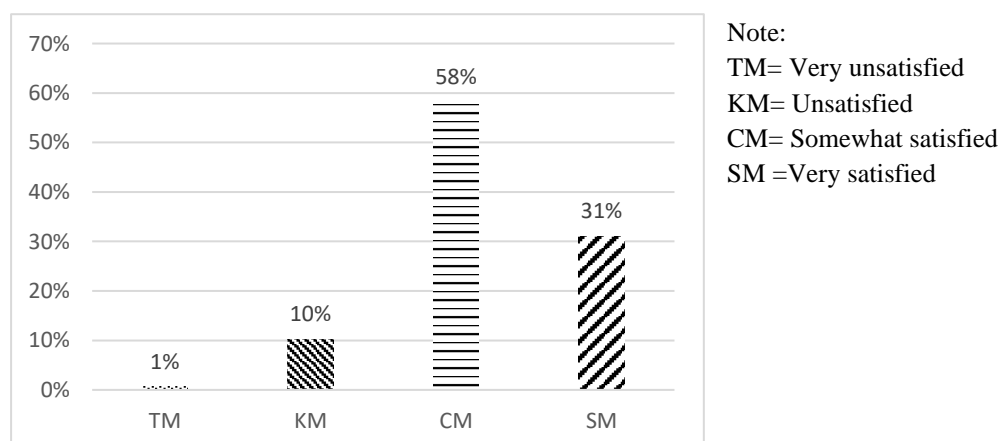


Figure 1 Result of customer satisfaction survey the academic year of 2022-2023 (source: SD Almadany).

The survey results from SD Al Madany indicate that 58% of parents reported being somewhat satisfied, while 31% reported being very satisfied. Despite the school's positive reputation, there is a clear need for improvement in parental satisfaction. This necessitates further research to identify additional factors that could enhance customer satisfaction. Customer satisfaction is a critical determinant of the overall effectiveness of educational institutions. It serves as a key benchmark for assessing institutional performance and service quality. A school is considered to be performing well when its stakeholders, particularly students and their parents, express satisfaction with the services provided. Conversely, failure to meet customer expectations results in dissatisfaction, potentially undermining trust and engagement. When educational services align with customer needs and expectations, parents of students experience a heightened sense of satisfaction, fostering trust and long-term loyalty to the institution (Philip Kotler & Kevin Lane Keller, 2009). In the context of education, parents of students will express satisfaction when the actual performance of the educational services exceeds their expectations or perceptions, leading to a sense of happiness.

Schmitt (1999) assumes that Experiential marketing is a strategic approach utilized by companies and marketers to design products that evoke emotional engagement and create meaningful connections with consumers. It provides a structured conceptual framework for managing brand experiences through Strategic Experiential Modules (SEMs), which encompass five key experiential dimensions: sensory (SENSE), emotional (FEEL), cognitive (THINK), behavioral (ACT), and social-identity (RELATE). By implementing experiential marketing and integrating these five experiential components, businesses can enhance customer satisfaction and foster long-term brand loyalty. Recent literature has extensively explored the relationship between experiential marketing and customer satisfaction (Febrianti & Keni, 2021; Karbalaeei Hassan & Vazife Doust, 2020; Lin et al., 2022; Rita & Yudianto, 2023; Wahyono & Nurjanah, 2020). Specifically, studies have investigated the influence of experiential factors - sensory perception, emotional response, cognitive processing, behavioral response, and interpersonal relationships - on customer satisfaction (Torabi et al., 2021; Zaw, 2021 and Almohaimmeed, 2020). Recent literature also has extensively explored relationship between service quality and customer satisfaction (Febrianti & Keni, 2021; Zygiaris et al., 2022).

However, the findings regarding the influence of sensory experience on customer satisfaction have been inconsistent, indicating a research gap. For instance, Almohaimmeed, 2020 and Zaw, (2021) found that sensory experience significantly affects customer satisfaction. In contrast, the study by ME Saputria and N. Kurniasih, (2020) reported an insignificant effect of sensory experience on customer satisfaction. Similarly, the influence of emotional experiences on customer satisfaction has yielded divergent results. While Almohaimmeed, 2020 and Sherli Noviani, 2019 found a significant effect of emotional experience on customer satisfaction, the studies by Wahyono & Nurjanah, 2020 and Harsono et al., 2020 reported no significant effect, further highlighting the research gap in this area.

Existing literature on the influence of cognitive experiences on customer satisfaction has yielded inconsistent results, indicating a research gap. Specifically, Sherli Noviani, 2019 found that cognitive experiences significantly affect customer satisfaction, whereas Alkilani et al., 2012 reported an insignificant effect. Similarly, the impact of behavioral experiences on customer satisfaction has produced divergent findings. While Dharmayanti (2019) and Sherli Noviani (2019) found a significant effect, Alkilani et al., 2012 reported an insignificant effect. The influence of relational experiences on customer satisfaction has also been inconsistent. Sherli Noviani (2019) found a significant effect, while Alkilani et al., 2012 reported an insignificant effect. Research on the influence of experiential marketings - sensory perception, cognitive processing, behavioral response, and interpersonal relationships - which constitute the Strategic Experiential Modules (SEM) in Schmitt (1999) experiential marketing concept, on customer satisfaction, has not been extensively conducted in the context of schools or other educational institutions. Therefore, further research is warranted in these settings to explore potential strategies for enhancing parental satisfaction with educational services.

Sensory experiences, as defined by Schmitt (1999), provide customers with impressions of view, sound, scent, taste, and touch through the stimulation of the five senses are able to influence the customer's purchase decision (Wibowo et al., 2021). This is anticipated to enhance customer satisfaction. Emotional experiences are designed to evoke profound feelings and emotions in consumers, fostering an experiential marketing approach that is distinguished by intense emotional responses, such as pride and dignity. By eliciting these deep emotional connections, brands can enhance customer engagement, strengthen brand affinity, and cultivate lasting relationships with their target customer (Schmitt, 1999). This is also expected to increase customer satisfaction.

Cognitive experiences is intended to make it possible for the user group to think in more innovative ways, allowing them to acquire a simple perception of the experience and improve their participation as a result of the marketing campaign (Wibowo et al., 2021).. These experiences are likely to increase customer satisfaction. Behavioral experiences is experience incorporates different choices for behaviors, including physical activities, patterns of life, and engagement. Behavioral activities in a user's everyday life provide a permanent impression or become a direct subconscious reaction (Wibowo et al., 2021). This is projected to increase customer satisfaction. Relational experiences is a form of perception transcends intimate and human feelings, linking the ideal self with others or cultures. After this experience, a relationship is formed between the person and a larger social structure (Wibowo et al., 2021). This is also likely to elevate customer satisfaction. The objective of this study is to investigate the impact of experiential factors - sensory perception, emotional response, cognitive processing, behavioral response, and interpersonal relationships - on customer satisfaction, and to assess the moderating role of service quality on the relationship between these experiential factors and customer satisfaction in the Inspiring Schools of the Muhammadiyah Gresik Region.

2. Literature Review

Customer Satisfaction

Customer satisfaction is defined as clients' affective evaluation, encompassing feelings of happiness or frustration that arise from comparing the actual performance of a product or service with their expectations. This assessment plays a crucial role in determining consumer engagement and loyalty, influencing future purchasing decisions and brand perception (Kotler and Keller in Dam & Dam, 2021). Customer satisfaction is defined as the degree to which a product's perceived performance aligns with the buyer's expectations. It serves as a crucial metric in evaluating consumer fulfillment, influencing purchasing decisions, brand perception, and long-term customer loyalty (Kotler and Armstrong in Ellitan, 2022).

Minarti and Segoro in Ellitan (2022) explain that Satisfaction is a multidimensional construct encompassing the customer's attitude, evaluation, and emotional response following the completion of a purchase. Customer satisfaction emerges after the utilization of a product or service, reflecting the extent to which the offering aligns with their expectations. Consumers inherently anticipate that the purchased product or service will meet their needs, reinforcing the significance of satisfaction in shaping customer loyalty and long-term engagement. Customer satisfaction is an evaluative judgment made by customers concerning the product or service they receive, based on a comparison with their expectations. Satisfaction arises when the delivered product or service aligns with expectations, whereas dissatisfaction occurs when performance falls short. Businesses prioritize customer satisfaction due to its significant impact on consumer behaviour; satisfied customers are more likely to repurchase, strengthening brand loyalty. Moreover, customer satisfaction serves as a key determinant of repurchase intentions, offering a strategic advantage for companies seeking to enhance sales and long-term profitability.

The primary external customers of a school are students, and the secondary external customers are parents (or guardians) of students, and the tertiary external customers are the community and government (Sutarto, 2015). It means that student's parents satisfaction is the feeling of happiness or disappointment of student parents that arises after comparing their perceptions or impressions with the performance of school education services.

Experiential Marketing

Experiential marketing recent literature defines experiential marketing as a multidimensional construct that reflects on the cognitive, emotional, behavioral, sensory, and social responses of the consumer to the enterprise's products or services during the customer's buying journey (Wibowo et al., 2021). Schmitt (1999) defines Experiential marketing is conceptualized as a multidimensional framework encompassing cognitive, emotional, behavioral, sensory, and social responses that consumers exhibit in relation to products or services offered by a company throughout their purchasing journey.

Consumer experience, as a complex and multifaceted construct, consists of five fundamental dimensions. The first dimension, **Sense**, pertains to primary sensory stimuli—sight, sound, smell, taste, and touch—that influence consumers' purchasing decisions. The second dimension, **Feel**, encompasses internal sensations and emotions that may be triggered through experiential elements such as texts, music, and images, fostering direct interaction between consumers and brands while eliciting positive emotional feedback. The third dimension, **Think**, is designed to stimulate intellectual engagement and innovative thinking among consumers, enabling them to comprehend the experience and deepen their involvement in a marketing campaign. The fourth dimension, **Act**, involves behavioral patterns, lifestyle choices, and physical activities, with daily behaviors leaving a lasting impression or subconsciously shaping consumer responses. Finally, the fifth dimension, **Relate**, extends beyond personal emotions, linking an individual's ideal self with broader social groups or cultural contexts. Through this dimension, experiential marketing facilitates the formation of connections between consumers and the wider social framework, reinforcing engagement and brand affinity.

Experiential marketing operates on the premise that each of its dimensions can function independently, with individual indicators fluctuating without necessarily correlating with others. For instance, a consumer may exhibit an intensified perception of sensory experiences while simultaneously demonstrating a diminished engagement with relational experiences. In this context, the five indicators—**Sense**, **Feel**, **Act**, **Think**, and **Relate**—are regarded as antecedents of the latent variable, **experiential marketing**, either independently or in combination. This suggests that each dimension has the potential to shape experiential marketing separately, while their collective influence contributes to a more comprehensive and immersive consumer experience.

Service Quality

Philip Kotler & Kevin Lane Keller (2009) define Service quality is conceptualized as a model that captures consumers' expectations based on past experiences, word-of-mouth recommendations, and advertising efforts. It reflects the comparative assessment between the service consumers anticipate and the actual service they receive or perceive. This evaluation serves as a crucial determinant in shaping customer satisfaction, influencing brand perception, and fostering long-term loyalty. Pasuraman in Peitzika et al. (2020) describe The five key dimensions of service quality serve as fundamental criteria for evaluating an organization's ability to meet customer expectations: reliability refers to the organization's ability to consistently deliver services accurately and dependably, ensuring that promises made to customers are fulfilled, tangibles encompass the physical aspects of service delivery, including facilities, equipment, staff appearance, and other elements that contribute to the overall aesthetic and functional environment of the organization, responsiveness reflects the staff's willingness to recognize and address customer needs, assist them effectively, and provide prompt responses to inquiries and concerns, assurance pertains to employees' expertise, encompassing the skills

and knowledge necessary to provide high-quality service, while also fostering trust and confidence among customers and empathy represents the organization's capacity to actively listen, comprehend customer needs, and deliver personalized care, demonstrating consistent attention to individual preferences and expectations. Together, these dimensions play a crucial role in shaping customer perceptions of service quality, influencing satisfaction levels and long-term engagement with the organization.

According to the American Society for Quality Control (ASQC), quality is defined as the comprehensive set of attributes and characteristics inherent in a product or service, which determine its capability to fulfill both stated and implied consumer needs. This definition underscores the multidimensional nature of quality, emphasizing its role in ensuring customer satisfaction and organizational excellence. This is clearly a customer-centric definition Philip Kotler & Kevin Lane Keller (2009), the principle of "Quality comes first, satisfaction program follows" underscores the fundamental relationship between product or service quality and customer satisfaction. Organizations that prioritize high-quality standards inherently cultivate strong customer satisfaction, which subsequently translates into superior customer service. Companies that consistently deliver excellence in their offerings are more likely to foster consumer trust, loyalty, and long-term engagement, reinforcing their competitive advantage in the marketplace. (Fandy Tjiptono, 2019).

Educational institutions, as providers of academic services, rely on the quality of interaction between stakeholders—particularly students—and the institution itself to ensure their sustainability. Higher education exemplifies the characteristics of the service industry, as its offerings are inherently intangible, heterogeneous, inseparable from the individuals delivering them, variable, and perishable, while also necessitating active participation from students as primary consumers. Moreover, colleges and universities operate within an increasingly competitive landscape that demands a comprehensive understanding of the significance of service quality. This evolving environment compels institutions to continuously refine and enhance the quality of their services to sustain their relevance, attract prospective students, and remain competitive in the higher education sector (Shank et al. in Joseph et al., 2005).

3. Research Method

In this study, we categorize variables into three distinct groups: exogenous, endogenous, and mediating. The exogenous (independent) variable, acting as the catalyst for changes and the emergence of the dependent (endogenous) variable, includes sense experience (x1), feel experience (x2), think experience (x3), act experience (x4), and relate experience (x5). The endogenous (dependent) variables, which are shaped by the independent variable, are represented by customer satisfaction (Y) in this research. Mediating variables bridge the gap between the independent and dependent variables, ensuring the independent variable doesn't

directly influence or explain the dependent variable. In this study, service quality (Z) is identified as the mediating variable.

The interaction between variables X1, X2, X3, X4, X5, Y, and Z leads to the formulation of several hypotheses that are ripe for testing. These include: H1 (sense experience significantly impacts service quality), H2 (feel experience significantly impacts service quality), H3 (think experience significantly impacts service quality), H4 (act experience significantly impacts service quality), H5 (relate experience significantly impacts service quality), H6 (service quality significantly impacts customer satisfaction), H7 (sense experience significantly impacts customer satisfaction), H8 (feel experience significantly impacts customer satisfaction), H9 (think experience significantly impacts customer satisfaction), H10 (act experience significantly impacts customer satisfaction), and H11 (relate experience significantly impacts customer satisfaction).

Service quality (Z) is hypothesized to mediate the relationship between experience variables: sense (X1), feel (X2), think (X3), act (X4), and relate (X5), and the customer satisfaction variable (Y) and several hypotheses are formulated: H12 (sense experience, moderated by service quality, significantly impacts customer satisfaction), H13 (feel experience, moderated by service quality, significantly impacts customer satisfaction), H14 (think experience, moderated by service quality, significantly impacts customer satisfaction), H15 (act experience, moderated by service quality, significantly impacts customer satisfaction), and H16 (relate experience, moderated by service quality, significantly impacts customer satisfaction). This study is an exploration into understanding these complex relationships and their implications, with the ultimate goal of enhancing customer satisfaction in various settings. The conceptual framework of this research is as shown in the following figure:

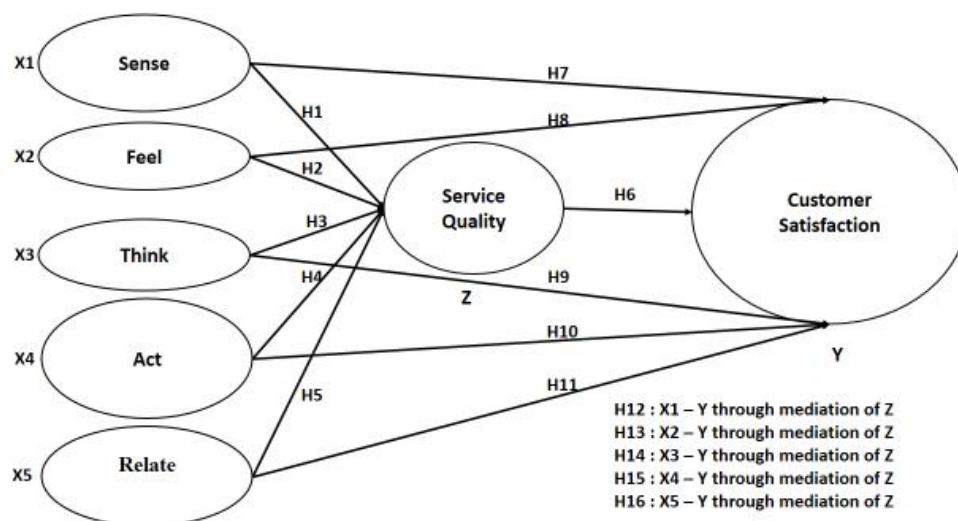


Figure 2. Conceptual Framework of the research

The research was conducted in five inspiring schools of Muhammadiyah Gresik Region, as shown at the table 1:

Table 1. The number of student's parents

No	School Name	Number (person)
1	SD Al Madany, Kedanyang, Kebomas, Gresik	274
2	SMP Muhammadiyah 4 Giri, Kebomas, Gresik	107
3	SMP Muhammadiyah 7 Cerme, Gresik	238
4	SMA Muhammadiyah 8 Cerme, Gresik	308
5	SMAM 3 Bungah, Gresik	77
Total		1.004

Source: Majelis Dikdasmen PNF of Muhammadiyah Gresik Region (2023)

A population constitutes a generalization domain encompassing objects or subjects that exhibit specific quantities and characteristics, as determined by researchers for the purpose of study and subsequent conclusion derivation Sugiyono in Manrejo & Fitarningsih (2021). In the context of this research, the population comprises five inspirational schools located in the Gresik region. As indicated in Table 1, the total population size amounts to 1,004 individuals

According to Sugiyono as cited in Manrejo & Fitarningsih, 2021, a sample is a subset of the population that shares its characteristics. The sample size for this study was determined using the Krejcie-Morgan table (as referenced in Ahmad & Halim, 2017), which is based on a 5% margin of error. This implies that the sample obtained represents the population with a 95% confidence level. Using interpolation, the minimum sample size was found to be 279 from a total population of 1,004 individuals (refer to Table 1). The primary data for this study was collected through questionnaires completed by the parents/guardians of students from five inspiring schools of Muhammadiyah in Gresik Regency (refer to Table 1). The secondary data was obtained from a satisfaction survey conducted among the parents of students from SD Almadany Kedanyang, Kebomas, Gresik for the academic year 2022-2023, serving as preliminary data for the research. The primary data collection technique involved the use of an online questionnaire, which was distributed to respondents via Google Drive and Google Form through WhatsApp. The questionnaire consisted of statements and answers rated using a Likert scale, a tool used to measure the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena (Sugiyono in Manrejo & Fitarningsih, 2021). The scoring for the questionnaire was as follows: 1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, and 5=Strongly Agree.

Table 2. Definition of research variable

Research Variable	Operational Definition	Indicator
Customer Satisfaction (Y)	Student's parents are school customers. Customer satisfaction is a person's feeling of joy or disappointment that arises from comparing the product's perceived performance (or results) against their expectations. If performance fails to meet expectations, customers will be dissatisfied. (Kotler dan Keller, 2018)	1. Meet expectation 2. Interest in using the product/service again 3. Willing to provide recommendations (Puspitasari & Nisak, 2023)
Sense experience (X1)	Experiential Marketing is a marketing strategy through creating a holistic experience for customers so that there is a connection between the customer and the company. In the experiential marketing concept there are strategic experiences: sense, think, think, act and relate. Sensory experience is the creation of strategic experiences to provide pleasure, excitement, beauty, and aesthetic satisfaction through sensory stimulation (Schmitt, 1999).	1. Sense as differentiator (ie: product design, communication or retail space) 2. Sense as motivator (try and buy product) 3. Sense as value provider (comfort and enthusiastic) (Schmitt, 1999)
Feel experience (X2)	Emotional experience is the creation of strategic experiences to attach customer feelings to the company and its brand (Schmitt, 1999)	1. Moods (bright, negative, neutral, unclear) 2. Emotions (Strong, positive or negative, meaningful) (Schmitt, 1999)
Think experience (X3)	Cognitive experience is experience that can encourage customer to engage in detail and creative thinking. (Schmitt, 1999)	1. Think Concept 2. Think Campaign (Schmitt, 1999)
Act experience (X4)	Behavioral experience is customer experience related to physical bodies, behavioral patterns, and long-term lifestyles as well as experiences that occur as a result of interactions with other people (Schmitt, 1999)	1. Physical experience, 2. Life style and 3. Interaction with other (Schmitt, 1999)
Relate experience (X5)	Relational experience is an experiences that expand beyond the individual customer's sensations, feelings, cognitions and actions, by linking the individual customer to the broader social and cultural context reflected in a brand (Schmitt, 1999)	1. Social identity 2. Brand community 3. Culture value 4. Social role (Schmitt, 1999)

Research Variable	Operational Definition	Indicator
Service quality (Z)	Service quality is a global assessment or attitude regarding the superiority of a service (Pasuraman, et al, 1985)	1.Tangibles 2.Responsiveness 3.Assurance 4.Empathy (Pasuraman et al. in Tjiptono, 2019)

This research employs Partial Least Square (PLS) data analysis, which includes the evaluation of the measurement model (outer model) and the structural model (inner model). The purpose of evaluating the measurement model is to assess the validity and reliability of the construct measurements or indicators. This evaluation encompasses convergent validity and composite reliability. Convergent validity can be assessed based on outer loadings or loading factors, and the Average Variance Extracted (AVE). It relates to the correlation among different variable responses when evaluating the same construct. Convergent validity ensures that the variable is associated with the latent construct being measured. Consequently, the factor must exhibit a strong correlation with the latent construct (Rahadi, 2021).

A measurement instrument exhibits strong convergent validity if the questions (or other tools) associated with each latent variable are interpreted by the respondent in the same manner as intended by the creator of the statements (Kock, 2014 in Rahadi, 2021). Outer models for reflective indicators are carried out by looking at Convergent Validity, where the value of loading factors on latent variables with indicators > 0.7 (Nasution et al., 2020). AVE value is assessed to determine convergent validity (Hamid; Engellant et al., in Rahadi, 2021). The AVE value must be greater or equal to 0.5 to achieve this validity (Ahmad, 2016 in Rahadi, 2021).

Composite reliability is an evaluation method used to measure internal consistency. The value of Cronbach's Alpha, typically expressed as a number between 0 and 1, serves as an indicator of this consistency. A value of 0 signifies no consistency in measurement, while a value of 1.0 denotes perfect consistency. The acceptable range for Cronbach's Alpha is between 0.70 and 0.90 or higher, conditional upon the nature of the research. For exploratory research, a Cronbach's Alpha of 0.70 is considered acceptable, while values of 0.80 and 0.90 are suitable for basic research and applied scenarios respectively (Olaniy, 2019). In this research, a Cronbach's Alpha value greater than 0.7 is utilized as a rule of thumb.

The evaluation of the outer model, outlining the parameters for convergent validity and composite reliability, along with their respective rules of thumb is shown in table 3.

Table 3. Evaluation of outer model

Validity and reliability	Parameter	Rule of thumb
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Convergent validity	Loading factor	> 0,70
Convergent validity	Average variance extracted	> 0,50
Composite Reliability	Cronbach Alpha	> 0,70

Evaluation of structural model (inner model) contain: coefficient of determination (R square) to assess goodness of the structural model that is relationship between independent variable with independent variable and Q-Square (Stone-Geisser test) to measure of how well-observed values are reconstructed by the model and its estimated parameter. R square according to Purwanto in Lesmana et al. (2020) shows the level of relationship between dependent variable and independent variable. Value of R square is between 0 to 1. If the value closer to value 1 shows that the independent variable gives almost all of information needed to predict variance of dependent variable. The R square values of 0.75, 0.50 and 0.25 can be concluded that the strong model is moderate and weak (Ghozali & Latan in Syahputra et al. 2022)

Q-Square can measure how good the observation values produced by the model are and also the estimated parameters Ghozali in (Syahputra et al., 2022). Q-Square >0 (zero) indicates that the model has predictive relevance value. If Q-Square <0, then the model has little or no predictive relevance (Chin, 1998). Q2 represents a measure of how well-observed values are reconstructed by the model and its estimated parameter. Q2 > 0 implies the model has predictive relevance whereas Q2 < 0 represents a lack of predictive relevance in (Rigdon, 1998)

Table 4. Evaluation of inner model

Criteria	Parameter	Rule of thumb
Goodness fit model	R square	Between 0 to 1
Predictive relevance model	Q-Square	> 0

Hypothesis Testing is a test to evaluate the hypothesis is rejected or accepted. The evaluation of hypothesis use a probability (p). If $p < 0.05$ then hypothesis is accepted (Rahadi, 2021).

4. Results and Discussion

Research result

The sample composition is based on the school level of the respondent's children as follows:

Table 5. School level of the respondent's children

No	School level	Number (person)
1	Elementary School	76
2	Junior High School	96
3	Senior High School	107

Data for this study was procured from a distinct group of respondents, specifically student's parents. The researcher received a total of 279 completed questionnaires. The mode value of each variable was employed to evaluate the responses of the respondents, leading to the following results:

Table 6. Value of respondent's response

Variable	Mode	Result
X1	4	Agree
X2	4	Agree
X3	4	Agree
tX4	4	Agree
X5	4	Agree
Y	4	Agree
Z	4	Agree

Source: Primary data (2023)

Data for this study was sourced from a distinct subset of respondents, specifically students. A total of 282 questionnaires were filled out and returned to the researcher. The mode value of each variable was used to evaluate the responses, leading to the following results.

Analysis of Convergent Validity result (loading factor $> 0.7 \rightarrow$ valid), see Figure 3.

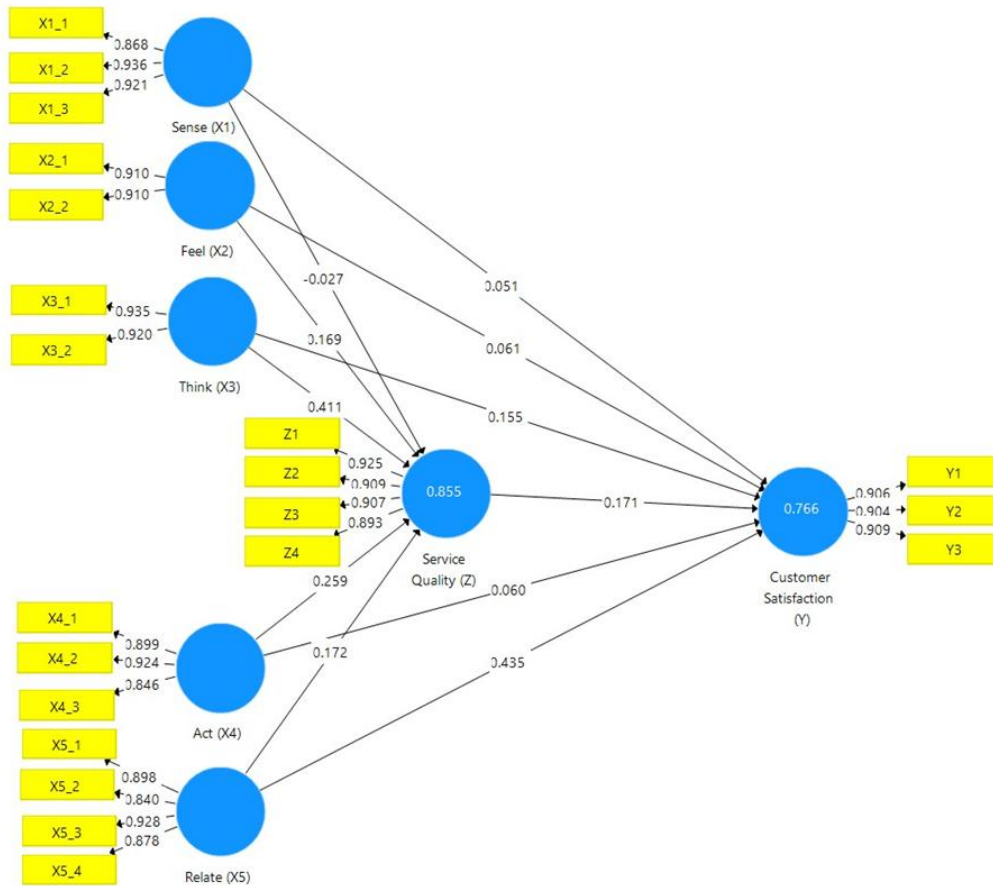


Figure 3. Test of Model PLS (source: output of PLS analysis)

Result : Refer to figure 3 above, analysis result shows that all of loading factor > 0.7 (valid). Analysis of composite reliability (Cronbach Alpha $> 0.7 \rightarrow$ reliable) and Convergent Validity (Average Variance Extracted/ AVE $> 0.5 \rightarrow$ valid) as the following table:

Variable	Cronbach Alpha	AVE
Act (X4)	0.868	0.792
Customer Satisfaction (Y)	0.891	0.821
Feel (X2)	0.793	0.828
Relate (X5)	0.909	0.786
Sense (X1)	0.895	0.826
Service Quality (Z)	0.930	0.826
Think (X3)	0.838	0.860

Table 7 shows that all of cronbach alpha > 0.7 (reliable) and all of AVE (Avarage Variance Extracted) > 0.5 (valid) for all variables.

Goodness of fit evaluation for inner model:

Evaluation of Goodness fit model (R square is between 0 to 1 → good) and predictive relevance model (Q-Square > 0 → good).

Table 8. Analysis of goodness fit and predictive relevance model

Variable	R square	Q-Square
Customer Satisfaction (Y)	0.855	0.619
Service Quality (Z)	0.766	0.699

Source: process output of PLS

Table 9 shows that all of value R square are between 0 to 1 (good) and all of Q-Square value are > 0 (good) for variable customer satisfaction (Y) and Service Quality (Z)

Hypothesis test:

To reject or accept the hypothesis using a probability of $p < 0.05$, then the correlation or difference is declared significant and the hypothesis is accepted.

Hypothesis test result for direct correlation of inter variables in this research as follows:

Table 9. Result of hypothesis test – direct correlation of inter variables

Variable	P value	Accepted / Rejected
Act (X4) -> Customer Satisfaction (Y)	0.463	Rejected
Act (X4) -> Service Quality (Z)	0.001	Accepted
Feel (X2) -> Customer Satisfaction (Y)	0.383	Rejected
Feel (X2) -> Service Quality (Z)	0.002	Accepted
Relate (X5) -> Customer Satisfaction (Y)	0.000	Accepted
Relate (X5) -> Service Quality (Z)	0.039	Accepted
Sense (X1) -> Customer Satisfaction (Y)	0.360	Rejected
Sense (X1) -> Service Quality (Z)	0.572	Rejected
Service Quality (Z) -> Customer Satisfaction	0.052	Rejected
Think (X3) -> Customer Satisfaction (Y)	0.042	Accepted
Think (X3) -> Service Quality (Z)	0.000	Accepted

Hypothesis test result for indirect correlation of inter variables in this research as follows:

Table 10. Result of hypothesis test – indirect correlation of inter variables

Variable	P value	Accepted/ Rejected
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Act (X4) -> Service Quality (Z) -> Customer Satisfaction (Y)	0.067	Rejected
Feel (X2) -> Service Quality (Z) -> Customer Satisfaction (Y)	0.100	Rejected
Relate (X5) -> Service Quality (Z) -> Customer Satisfaction	0.276	Rejected
Sense (X1) -> Service Quality (Z) -> Customer Satisfaction (Y)	0.615	Rejected
Think (X3) -> Service Quality (Z) -> Customer Satisfaction (Y)	0.058	Rejected

Discussion

The study's hypothesis testing yielded several significant findings.

Firstly, it was found that the 'Feel' experience (X2) has a significant impact on service quality (Z), with a p-value of 0.002. This finding is consistent with the results of previous research conducted by ME Saputria and N. Kurniasih (2020) and Haryanti et al. (2022). Furthermore, the 'Think' experience (X3) was also found to significantly influence service quality (Z), with a p-value of 0.000. This finding corroborates the results of previous research by Haryanti et al. (2022). These findings provide valuable insights into the factors that influence service quality, and can guide future research and practice in this area. It was found that the 'Act' experience (X4) and the 'Relate' experience (X5) both have a significant impact on service quality (Z), with p-values of 0.001 and 0.039 respectively. These findings are in alignment with previous research conducted by Haryanti et al. (2022).

In terms of customer satisfaction (Y), the 'Think' experience (X3) and the 'Relate' experience (X5) were found to have a significant impact, with p-values of 0.042 and 0.000 respectively. These findings corroborate the results of previous research by (Dharmayanti, 2019; Sherli Noviani, 2019). However, the study also revealed some experiences that do not significantly impact service quality or customer satisfaction. The 'Sense' experience (X1) was found to have an insignificant effect on both service quality (Y) and customer satisfaction (Y), with p-values of 0.572 and greater than 0.05 respectively. This finding is consistent with the results of previous research by ME Saputria and N. Kurniasih (2020) and Shafira Fatharani, (2016). Similarly, the 'Feel' experience (X2) and the 'Act' experience (X4) were found to have an insignificant effect on customer satisfaction (Y), with p-values of 0.383 and 0.463 respectively. These findings align with the results of previous research by Harsono et al. (2020) and Alkilani et al. (2012).

Furthermore, the study found that service quality (Z) does not significantly impact customer satisfaction (Y), with a p-value of 0.052. This finding is consistent with the results of previous research by Juwaini et al., (2022). Additionally, service quality (Z) was found not to mediate the experiences: 'Sense' (X1), 'Feel' (X2), 'Think' (X3), 'Act' (X4), and 'Relate' (X5) on customer satisfaction (Y), with p-values all greater than 0.05. These findings provide valuable insights into the factors that influence service quality and customer satisfaction, and can guide future research and practice in this area.

This research has certain limitations that should be taken into account. The inherent bias of the methods used can affect the generalizability of the findings. The data collected through the distribution of questionnaires may not fully represent the respondents' views regarding the objectives of this research. The online distribution of the questionnaire using Google Forms might lead to non-response bias, where individuals who do not participate in filling out the questionnaire may have different opinions from the research respondents, thereby influencing the research results. For future research, it is suggested that researchers consider using multiple data collection methods, such as combining online questionnaires with telephone or face-to-face interviews, to reach individuals who may be excluded from the online sample. This mixed-method approach can capture a more diverse range of perspectives and improve the overall representativeness of the findings.

5. Conclusion

The hypothesis testing in this study yielded several key findings. Firstly, it was discovered that the 'Feel', 'Think', 'Act', and 'Relate' experiences significantly influence service quality. Schools can enhance their service quality by increasing activities that provide parents with these experiences. These include strategic experiences that resonate with the emotions of students and parents towards the school and its brand ('Feel' experience), experiences that encourage students and their parents to engage in thoughtful and creative thinking ('Think' experiences), experiences related to physical bodies, behavioral patterns, and long-term lifestyles of students and parents, and those that occur as a result of interactions with others ('Act' experiences). Additionally, experiences that go beyond the sensations, feelings, cognitions, and actions of individual students and parents, linking individuals to a broader social and cultural context reflected in the school brand ('Relate' experience).

In terms of customer satisfaction, the 'Think' and 'Relate' experiences were found to have a significant impact. Schools can enhance the satisfaction of students' parents by increasing activities that provide 'Think' and 'Relate' experiences to students' parents and improve school service quality. These include experiences that encourage students and their parents to engage in thoughtful and creative thinking ('Think' experiences), experiences that go beyond the sensations, feelings, cognitions, and actions of individual students and parents, linking individuals to a broader social and cultural context reflected in the school brand ('Relate' experience), and conducting a comprehensive assessment or attitude regarding the superiority of educational services in schools.

However, the study also revealed some experiences that do not significantly impact service quality or customer satisfaction. The 'Sense' experience, which provides customers with impressions of beauty, pleasure, and satisfaction through sensory stimulation of the customer's five senses, was found to have an insignificant effect on service quality. Similarly, the 'Sense', 'Feel', and 'Act' experiences were found to have an insignificant effect on customer satisfaction. This suggests that these experiences, which include the 'Sense' experience that provides impressions of beauty, pleasure, and satisfaction to customers through sensory stimulation of the five senses of the students, the 'Feel' experience that provides an emotional experience and attempts to attract the deepest feelings and emotions of students' parents to create a feeling of

customer experience to the level of strong emotions due to pride and prestige or dignity, and the 'Act' experience that encourages students' parents to engage in valuable interactions with school services to create experiences that relate to behavior and lifestyle, do not significantly impact the service quality of the school or the satisfaction of students' parents.

Furthermore, the study found that service quality does not serve as a mediator in the correlation between 'Sense', 'Feel', 'Think', and 'Relate' experiences and customer satisfaction. This suggests that while the experiences: 'Sense', 'Feel', 'Think', and 'Act' may influence customer satisfaction, and quality service itself influences customer satisfaction, quality service does not mediate the relationship between 'Sense', 'Feel', 'Think', 'Act', and 'Relate' experiences and customer satisfaction according to the research results. The authors acknowledge gratitude to principal, teachers and student's parents of: SD Almadany Kebomas Gresik, SMP Muhammadiyah 4 Gresik, SMP Muhammadiyah 7 Gresik, SMA Muhammadiyah 3 Gresik & SMA Muhammadiyah 8 Gresik and all parties who have supported this research

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