

## Quality of Educational Services and Experiential Marketing on Student Satisfaction and Its Implications on Student Trust Evidence

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### ABSTRACT

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**Objectives:** This study aims to find out, examine, and obtain the results of an analysis of the quality of educational services, experiential marketing, student satisfaction, and student trust to determine the magnitude of the influence of the quality of educational services and experiential marketing on student satisfaction and its implications for trust.

**Methodology:** The method used is descriptive and verification. Determining the sample size in the study used the Slovin formula where a sample of 378 respondents was obtained.

**Finding:** The descriptive study found that the quality of educational services and experiential marketing was perceived as good, student satisfaction was perceived as satisfied, perceived trust was sufficient. Meanwhile, using SEM, the results show that there is an effect of the quality of educational services and experiential marketing on student satisfaction both partially and simultaneously, there is an effect of student satisfaction on student trust.

**Conclusion:** The quality of educational services for students of the management study program accredited A at Private University in Bandung Metropolitan is perceived as good, this is based on the results of the average score of respondents' answers being in the good category.

**Keywords:** Quality of educational services; experiential marketing; student satisfaction; student trust

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## INTRODUCTION

In order to face the ASEAN Economic Community which will affect the high level of competition, especially competition in human resources between countries. Indonesia must continue to develop human resource capabilities from various fields so that Indonesian human resources can compete with foreign workers. This competitiveness is determined by the level of knowledge through the level of education which is supported by the skills and abilities that are naturally (by design) possessed by each individual. With the various abilities that must be possessed by the workforce, the role of higher education is very strategic because, through higher education, both diploma and undergraduate programs can be used to determine how far the graduates have technical skills (hard skills) as well as the ability to think analytically, communicate and work together (soft skills). There is an important role for higher education in developing human resources while higher education in Indonesia is still faced with many obstacles, both from the physical construction of buildings and supporting facilities, as well as the limited number of lecturers, both in terms of number and academic requirements in the level of education and rank. This is shown from the Education for All (EFA) Global Monitoring Report 2014: The Hidden Crisis, Armed Conflict, and Education data issued by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The Education Development Index (EDI) in 2014 placed Indonesia in 57th position out of 115 countries in the world.

**Table 1. 1.**  
College Gross Enrollment Rate (APK) in Southeast Asia

<b>Country</b>	<b>APK (%)</b>
<b>Brunei</b>	25
<b>Cambodia</b>	16
<b>East Timor</b>	NA
<b>Laos</b>	NA
<b>Malaysia</b>	37
<b>Myanmar</b>	13
<b>Philippines</b>	34
<b>Singapore</b>	NA
<b>Thailand</b>	51
<b>Indonesia</b>	33,37

*Source: Dikti Research Performance Report*

Table 1.1 shows that Indonesia is still below Thailand, Malaysia, Philippines but still above Brunei, Cambodia, and Myanmar. Based on this empirical data, education in Indonesia still has many problems that need to be solved. Several strategic policies in an effort to improve the value of the Education Development Index need to be continuously carried out to improve various educational indicators. The development of higher education in Indonesia is currently very rapid. Data obtained from the Ministry of Research, Technology, and Higher Education states number of Higher Education Institutions (PT) in Indonesia is at 3,310 Higher Education

Institutions, consisting of 123 State Universities and 3,187 Private Universities. The data shows that competition in the education services sector among private tertiary institutions (PTS) in fighting for the student "market" is getting tougher.

**Table 1. 2**  
 Number of Private Universities in West Java and Banten Regions

No.	College Form	Amount	%
1	Universitas	61	13%
2	Institut	9	2%
3	Sekolah Tinggi	252	54%
4	Akademi	111	24%
5	Politeknik	32	7%
6	Akademi Komunitas	3	1%
	Total Aktif	468	100%

Source: <http://www.ristekdikti.go.id>

The data in Table 1.3 shows the number of private tertiary institutions in West Java and Banten. 61 of these universities are established as private universities with the number of study programs accredited A in West Java and Banten being 65 study programs where the Management Study Program has the most A accreditation, namely 9 universities. This is the reason for the researchers to examine the Management Study Program as the research location, as shown in Table 1.5.

**Table 1. 4.**  
 Private University with A Accredited Bachelor of Management Study Program in Bandung

No	College Name	Study Program	Accreditation
1	Universitas Widyatama Bandung	Manajemen	A
2	Universitas Telkom	Manajemen	A
3	Universitas Kristen Maranatha	Manajemen	A
4	Universitas Komputer Indonesia	Manajemen	A
5	Universitas Pasundan	Manajemen	A
6	Universitas Islam Bandung	Manajemen	A
7	Universitas Jendral Achmad Yani	Manajemen	A
8	Universitas Katolik Parahyangan	Manajemen	A

Source: [https://ban-pt.ristekdikti.go.id/direktori/prodi/pencarian\\_prodi](https://ban-pt.ristekdikti.go.id/direktori/prodi/pencarian_prodi)

Accreditation A is the highest level of accreditation which is not easy to achieve, especially for private universities. A accreditation is one of the main considerations for prospective students in choosing private universities because there are only 8 Management Study Programs from private universities in Bandung Metropolitan that have A accreditation, making the Management Study Program, a study program that is in great demand by students. However, the number of private university students in West Java and Banten continues to decrease. The number of students has decreased, in 2016 the number of students was 583,502, in 2017 the number of students was 571,768 with a decrease of 2.01%, in 2018 the number of students was as many as 523,288 with a decrease of 8.48%. This condition shows that Private Higher

Education is not only facing competition but also a decreasing number of new student applicants. This is becoming an increasingly difficult challenge for Private Higher Education now and in the future, it can also be interpreted that the decline in the number of Higher Education students shows a decrease in public trust in private tertiary institutions compared to public tertiary institutions. The sustainability of private tertiary institutions in Indonesia still depends on the number of students they successfully acquire. With the fulfillment of the Student Body, it is possible to develop while for Private Higher Education which cannot fulfill the minimum Student Body, it will be difficult to develop. For this reason, the right strategy is needed in managing tertiary institutions. Another phenomenon is the autonomy of Higher Education which is implemented in State Universities in Indonesia with a great impact on the management of the Higher Education concerned. Being able to support itself is a requirement for State Universities. As a result, every state university is competing to show its existence. This research is very important and interesting as based on previous research, there is still not much explanation on the influence of variables simultaneously, namely Quality of Educational Services and Experiential Marketing on Student Satisfaction and Its Implications on Student Trust Evidence which is the research gap in this study. Furthermore, there are still few explained campus research objects in Indonesia since previous research focused a lot on profit-oriented company objects. The object of research in the world of Education is very important and needs to be discussed because it is the basis of improving the quality of educational services that will have an impact on student satisfaction which will improve the quality of education services. Private campuses need students because operational activities sourced from student funds for private campuses must pay attention to service the students. In this pandemic period, universities must continue to improve epistemic values or values related to the quality of learning to be able to compete with other universities (Achmadi & Sutawidjaya, 2022; Arief, H. 2022). Based on the identification of the problems that have been described, the problems that the author can formulate are as follows: 1. How much influence does the quality of educational services and experiential marketing have on student satisfaction with management study programs accredited A private universities in Bandung Metropolitan. 2. How much influence does the quality of educational services have on student satisfaction with management study programs accredited A private universities in Bandung Metropolitan. 3. How much influence does experiential marketing have on student satisfaction with management study programs accredited A private universities in Bandung Metropolitan. 4. How much influence student does satisfaction have on student confidence of management study program accredited A private universities in Bandung Metropolitan.

## LITERATURE REVIEW

### Research Variables

#### 1. Quality of Service

Service quality is seen as a gap between expected service and customer perception of the service received (Brady and Cronin in Rusdianto, 2015: 121). Lewis and Boom in Kuruuzum and Koksal (2010: 9) suggest that "service quality is a measure of how well the service level delivered matches customer expectations". Service quality according to Czepiel in Agyapong (2011: 204) is stated "As customer perception of how well a service meets or exceeds their expectations, service quality is commonly noted as a critical

prerequisite and determinant of competitiveness for establishing and sustaining satisfying relationships with customers". Petre et.al (2015: 18) argues that "Service quality is a complex concept. It has several dimensions beyond the content/context and the gap between performance and customer expectations. Service quality is both personal to individuals and collective among many customers. In several instances, impressions of service quality can be changed: perceptions move up with positive experiences and down as a result of negative ones". Grafton Whyte (2018: 8) suggests "Service quality is essentially a comparison between customers' expectations and perceptions of a service". Various definitions of service quality from experts can conclude that service quality is a measure of how good the level of service provided, in accordance with customer expectations. Thus, the quality of service provides advantages for the company to remain competitive. If the company cannot provide maximum service quality, the customer will leave the company.

## 2. EXPERIENTIAL MARKETING

With the development of technology and information today, traditional marketing concepts that focus products on features and benefits for customers or consumers have begun to be abandoned by companies in carrying out their marketing strategies. The marketing concept that many companies use today is marketing that pays attention to consumer emotions in determining the use of a product or service through the formation of experience on a product or service often called experiential marketing. The term experiential marketing comes from two words, namely experiential and marketing. Experiential itself comes from the word experience and marketing. According to Schmitt in Yuliawan and Ginting (2016) state that in "Experiential Marketing" marketers offer their products and services by stimulating elements of consumer emotions that produce various experiences for consumers. Lukasz Wroblewski (2017) suggests that the "Concept of experience marketing sensations and experiences are included in the processes of the creation and reception of art". Shirra Smilansky (2018) argues that "Experiential marketing is the process of identifying and satisfying customer needs and aspirations profitably, engaging them through authentic two-way communications that bring brand personalities to life and add value to the target audience". According to Smith and Hanover (2016), "Experiential marketing is nothing more than a highly evolved form of corporate storytelling. But while the premise appears simple combining a brand message, elements of interactivity, a targeted audience, and deliver it in a live setting to create a defined outcome for successful experiences are both art and science". An opinion from Dalgic and Unal (2018) states "Experiential marketing goes well beyond simply delivering goods or services to consumers. It focuses on imparting experience to consumers through strategic experiential modules; sense, feel, think act, and relate. Experiential marketing adds their offers additional elements to improve consumers' sensory interactions with them. Doing this, they communicate to consumers via senses". From these various opinions, it can be concluded that experiential marketing does not talk about the use of new or old marketing media by a company but how a company makes its marketing media and how to communicate the unique experience of a brand that cannot be replaced. While it is not easy with the skills of the staff and the behavior of the staff as well as the right imagination, it will be possible. Adreani in Yuliawan and Ginting (2016) stated experiential marketing is an approach in marketing that has been done since ancient times until now by marketers. This approach is considered very

effective because, in line with the times and technology, marketers emphasize product differentiation to distinguish their products from competitors' products. With experiential marketing, customers will be able to distinguish products and services from one another because customers can feel and gain direct experience through five approaches (sense, feel, think, act, and relate), both before and when customers consume a product and service.

### 3. SATISFACTION

A consumer if satisfied with the value provided by the product or service is very likely to be a consumer or customer for a long time. According to Kotler and Keller (2016), "Satisfaction is a person's feelings of pleasure or disappointment that result from comparing a product's perceived performance (or outcome) to expectations.". Lovelock and Wirtz (2016) argue that "Satisfaction is as an attitude like judgment following a consumption experience". Consumer satisfaction according to Oliver in Fandy Tjiptono and Gregorius Chandra (2016) is an assessment that the features of the product or service itself, provide a level of fulfillment related to pleasant consumption, including the level of underfulfillment and over-fulfillment. Based on the opinions of the three experts, it can be interpreted that consumer satisfaction is a feeling of pleasure or disappointment after comparing performance with expectations for the products or services they consume. Consumer satisfaction is the degree of the consumer's feelings after comparing them to their expectations. Someone is more likely to be a customer for a very long time if he or she is happy with the value that a product or service offers (Putu Nina, 2022)

### 4. TRUST

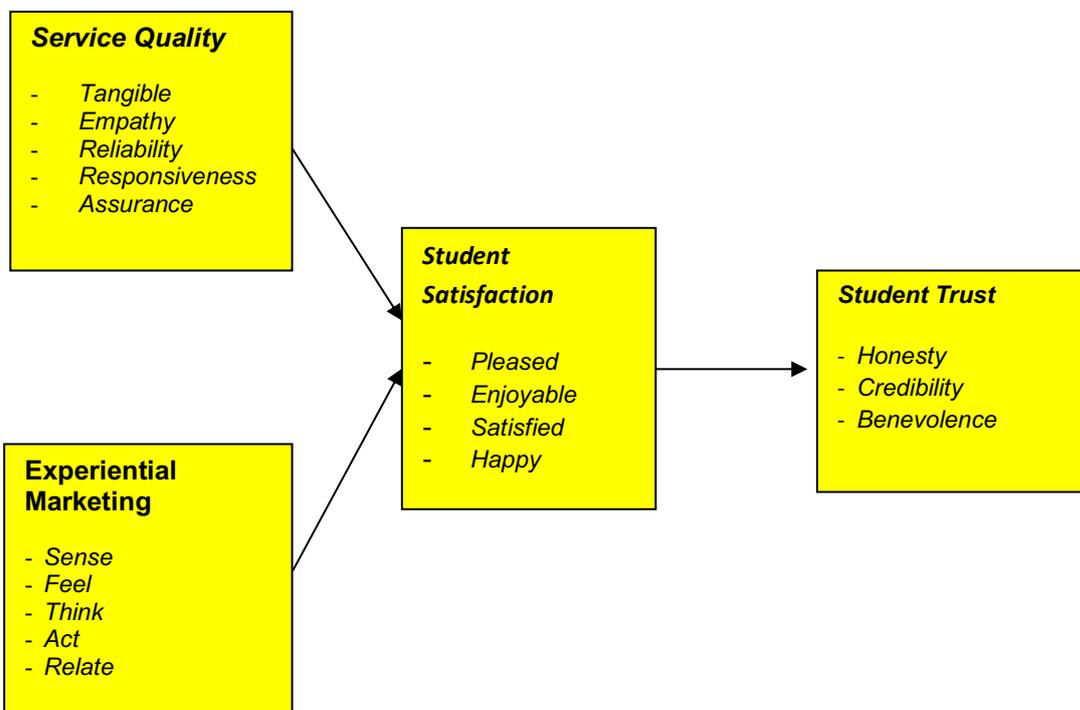
Trust is a psychological part of consumers. In companies, customer trust is an important factor for people in running their business. Singh and Sirdeshmukh in Hsu et.al. (2012:296) argue that enterprises with good images may create quality guarantees in customers' impressions. Customers would therefore "trust" these enterprises. Kotler and Keller (2016) define trust as follows: trust is the willingness of a firm to rely on a business partner. It depends on several interpersonal and inter-organizational factors, such as the perceived competence, integrity, honesty, and benevolence of the firm. Moorman et.al in Setiawan and Sayuti (2017) define trust as the willingness to believe in the ability, integrity, and motivation of the other party. According to Rotter in Vithya Leninkumar (2017), trust is defined as a generalized expectancy held by an individual that the word of another can be relied on. Based on several definitions, it can be concluded that trust is an assessment of a person's relationship with others which is influenced by several interpersonal and interorganizational factors.

## Conceptual Framework and Hypothesis

The Effect of Experiential Marketing on Student Satisfaction Experiential Marketing (EM) variables have a significant and positive influence on customer satisfaction (KPeI), this shows that the better the Experiential Marketing (EM) given by management, the more satisfied customers will be (Pratiwi, 2021). (Pratiwi, 2021) also states conceptually that experiential marketing is an effort in marketing by using the personal experience experienced by customers in response to several types of stimuli provided by marketers to connect products with customers. Research (Fauzi & Quintania, 2021) states that experiential marketing has a significant influence on customer satisfaction. Based on the research and opinions of several

experts that have been described, it can be concluded that experiential marketing affects satisfaction. (Md. Hafez, 2022) reveals that all the service quality dimensions positively and significantly impact student satisfaction except the empathy dimension in private universities in Bangladesh. (Bilegjargal Ganbold, 2023) aims to define the degree of customer satisfaction in Mongolian higher educational services and determine quality characteristics that can be used to improve customer satisfaction based on the potential customer satisfaction improvement (PCSI) index using the Kano and SERVQUAL models. (Najimdeen et al., 2021) examined the relationship between quality service and students' satisfaction based on the perceptions of international students in Malaysian public universities. The Effect of Service Quality and Experiential Marketing on Student Satisfaction Research conducted by (Trisela, 2019) found that Service quality has a positive and significant effect on student satisfaction, Student satisfaction has a positive and significant effect on student loyalty, and Service quality has a positive and significant effect on student loyalty in High School in Kutoarjo District. (Ferreira et al., 2021) results show that service quality influences positively and significantly on customer satisfaction among Higher Education Students in Timor Leste. (Zena & Hadisumarto, 2013) state that satisfaction has a positive and significant influence on customer trust. (Permana et al., 2020) found that improving the quality of the system will be able to influence student satisfaction but not necessarily be able to increase student loyalty directly. Indirectly through student satisfaction, student loyalty can be increased through the quality of the system. Improving the quality of information both directly and indirectly can affect student satisfaction and loyalty. Quality of service at a tertiary institution becomes very important in increasing student satisfaction and loyalty. (Salbiyah et al., 2019) showed that academic service simultaneously to students increases satisfaction and academic service in FEB UM Surabaya. (Subandi & Hamid, 2021) found that service quality affects student satisfaction, student loyalty, and student motivation. Service quality affects student loyalty and student motivation mediated by student satisfaction. (Chandra et al., 2019) confirmed the existence of a positive and significant influence of service quality on student satisfaction. (Najimdeen et al., 2021) indicated moderate positive perceptions of overall university quality service and satisfaction with a low level of satisfaction for some dimensions of quality service such as empathy and assurance in international students in Malaysian public universities. Customers will trust service companies from experience when using these services whether they meet or exceed their expectations. (Talegeta et al., 2018) examined the relationship between service quality dimensions (tangibility, responsiveness, reliability, assurance, and empathy) and students' satisfaction at Ambo University Ethiopia. (Heryanto et al., 2021) showed that experiential marketing has a positive and insignificant effect on customer satisfaction while service quality has a positive and significant effect on customer satisfaction. (Pramesti & Wardianto, 2022) showed that experiential marketing can significantly affect customer satisfaction. Satisfaction is a form of customer evaluation after using a product or service. Customers who are satisfied with the products or services usually leave a good impression on them and will recommend using the company's existing products or services to other customers. To achieve the satisfaction that builds customer loyalty, companies need to focus on the needs of their customers. Therefore, it is necessary to develop a strategy to create customer satisfaction and loyalty using experiential marketing strategies. (Mailoor et al., 2021) found that experiential marketing has a direct positive and significant effect on consumer satisfaction while service quality directly has a positive and significant effect on consumer satisfaction. (Yuliawan & Ginting, 2016) showed that experiential marketing has a positive and insignificant effect on customer satisfaction while service quality has a positive and significant effect on customer

satisfaction. (Karuniatama et al., 2020; Yuningsih et al., 2021) findings indicate that experiential marketing has a significant effect on customer satisfaction and customer satisfaction. Based on the research and opinions of several experts that have been described, it can be concluded that student satisfaction affects student confidence. Based on the framework and research paradigm that has been stated earlier there are various interrelationships between the variables of the quality of educational services and experiential marketing on student satisfaction with their impact on student confidence. A research hypothesis can be formulated which will be explained on the next page. (Imania & Widayanto, 2018; Prawasti et al., 2014; Arief, H. et al., 2021; Oktaviar, C., et al., 2022) found that experiential marketing variable has a significant influence on brand trust and customer satisfaction. Quality of Educational Services and Experiential Marketing affect student satisfaction, the quality of educational services affects student satisfaction, and Experiential Marketing affects student satisfaction. Student satisfaction affects student trust. Academics and practitioners agree that loyalty is an integral part of doing business in both manufacturing and service companies (Gunarto et al., 2022). Based on previous research, it was found that there are limitations where there are not many studies that used the trust variable as a moderating variable, this is a research gap that researchers will find. The next research gap is that there are few researches using student objects in Bandung, this has become very important for universities to be able to improve the quality of service to students amidst very high competition from private universities. Based on some previous studies above, there is still not much explanation on the influence of the variables simultaneously, namely Quality of Educational Services and Experiential Marketing on Student Satisfaction and Its Implications on Student Trust Evidence. Furthermore, there are still not many explained campus research objects in Indonesia since previous research explained a lot in profit-oriented company objects.



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*Figure Conceptual Framework*

- H1: Quality of Education Services and Experiential Marketing Affects Student Satisfaction
- H2: Quality of Educational Services Affects Student Satisfaction
- H3: Experiential Marketing Affects Student Satisfaction
- H4: Student Satisfaction Affects Student Confidence

## **METHODS**

The implementation of this research uses two research methods, namely descriptive and verification. With an emphasis on exploration and interpretation of research results which have the aim of analyzing whether there is a relationship between the variables of the quality of educational services and experiential marketing on satisfaction and their implications for student trust. Therefore, two research methods were used, namely descriptive and verification. The level of reliability and validity indicates the quality of the entire data collection process in a study, starting from the elaboration of the concepts until the data is ready for analysis. The validity and reliability of the instrument will determine the research results. Research that uses measuring instruments with proven validity and reliability will provide valid and reliable research results. The analysis used consists of two types, namely: 1) Descriptive analysis, especially for qualitative variables, and 2) Quantitative analysis in the form of hypothesis testing using statistical tests. Qualitative analysis is emphasized to reveal the behavior of research variables while descriptive analysis is used to explore the causal behavior. By using this analytical method, a comprehensive solution to the problem can be obtained. Verification analysis is a research method that aims to determine the relationship between two or more variables (Sugiyono, 2017: 55). This method is used to test the truth of a hypothesis. The method used in this study is the Structural Equation Model (SEM) analysis. This method is used because the researcher wants to test the causal relationship between variables and describes the construct according to its indicators (measurement theory) which cannot be directly observed.

## **RESULT AND DISCUSSIONS**

### **Result**

After analyzing the research instruments and scaling analysis, the data that has been collected is then used to analyze and test the formulation of hypothesis testing based on Structural Equation Modeling (SEM). The estimation results used the Lisrel software and variables are measured indirectly but are formed by several indicators whose role needs to be examined to form these variables. As a result of using Structural Equation Modeling and using LISREL, a model is obtained as shown in the figure which will be described below.

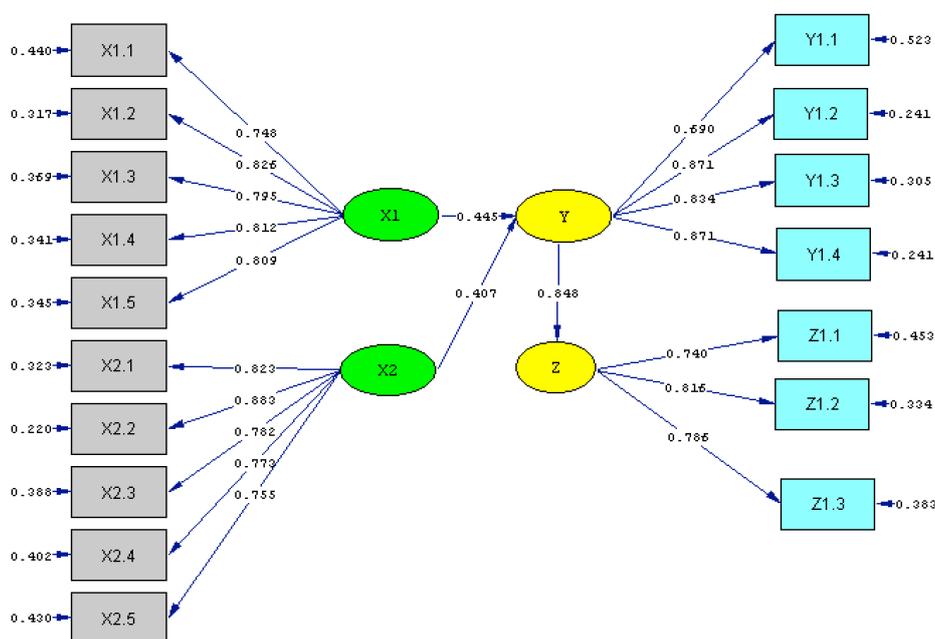


FIGURE 1 RELATIONSHIP STRUCTURE OF ALL VARIABLES

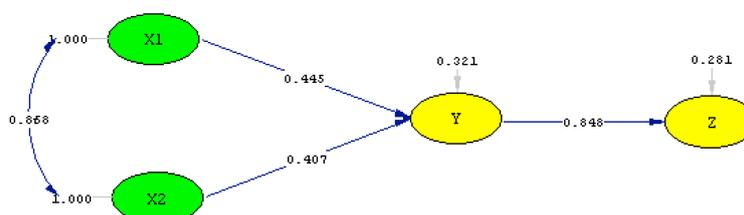
1. The Variable Quality of Educational Services is formed by 5 (five) dimensions with 19 indicators which states that the dimension of physical evidence (tangible) as measured by the 4 indicators has a loading factor value of 0.748 with an  $r^2$  value of 56% while the empathy dimension as measured by the 4 indicators has a loading factor value of 0.826 with an  $r^2$  value of 68.3%. The next dimension forming the quality of educational services is reliability (reliability) as measured by 4 indicators having a loading factor value of 0.795 with an  $r^2$  value of 63.1%. The responsiveness dimension as measured by the 3 indicators has a loading factor value of 0.812 with an  $r^2$  value of 65.9%. Furthermore, the last dimension, namely assurance as measured by 4 indicators, has a loading factor value of 0.809 with an  $r^2$  value of 65.5%.
2. The Experiential Marketing Variable which is formed by 5 (five) dimensions with 25 indicators states that the dimensions of the senses (sense) as measured by the 5 indicators have a loading factor value of 0.823 with an  $r^2$  value of 67.7% while the feel dimension as measured by the 5 indicators has a loading factor value of 0.883 with an  $r^2$  value of 78%. The next dimension as a form of experiential marketing is the thinking dimension as measured by 5 indicators which has a loading factor value of 0.782 with an  $r^2$  value of 61.2%. The fourth dimension that forms experiential marketing is action (act) as measured by 6 indicators having a loading factor value of 0.773 with an  $r^2$  value of 59.8%. The last dimension as a form of experiential marketing is the relationship dimension (relate) with 4 indicators having a loading factor value of 0.755 with an  $r^2$  value of 57%.
3. Variable Student Satisfaction which is formed by 4 (four) dimensions with 19 indicators states that the dimension of willingness (pleased) as measured by 4 indicators has a loading factor value of 0.69 with an  $r^2$  value of 47.7 % while the enjoying dimension as measured

by 7 indicators has a loading factor value of 0.871 with an r2 value of 75.9%. The satisfied dimension as measured by the 4 indicators has a loading factor value of 0.834 with an r2 value of 69.5%. the next dimension as forming student satisfaction is happy (happy) as measured by 4 indicators has a loading factor value of 0.871 with an r2 value of 75.9%.

4. Student Trust Variable Student trust formed by 3 (three) dimensions with 15 indicators states that the dimension of honesty (honesty) as measured by 5 indicators has a loading factor value of 0.74 with an r2 value of 54.7% while the credibility dimension is measured by 5 indicators has a loading factor value of 0.816 with an r2 value of 66.6%. The last dimension as a form of student trust is benevolence as measured by 3 indicators has a loading factor value of 0.786 with an r2 value of 61.7%.

### Structural Model Analysis

Analysis of the structural models of the research that was formed was carried out by taking into account the values or numbers of the relationship coefficients that emerged from each model. In this analysis, we will discuss the values of model suitability indicators (Fit Indexes) as LISREL outputs. Based on the research results, the overall structural diagram can be seen in the figure on the next page.



**Figure 2 Structure Model**

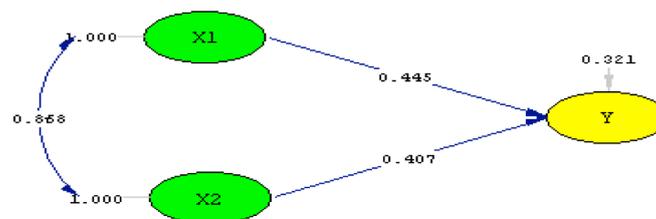
Analysis of the Influence of Educational Service Quality and Experiential Marketing on Student Satisfaction Structural model 1 describes the relationship between the quality of educational services and experiential marketing on student satisfaction which is stated in the following hypothesis: that the quality of educational services and experiential marketing affects student satisfaction both partially and simultaneously. Based on the results of LISREL program data processing for structural model 1, the hypothesis proposed is as follows:

$$Y = 0.445 * X1 + 0.407 * X2, \text{ Errorvar.} = 0.321, R^2 = 0.678$$

(0.0974) (0.0954)

#### 4.5684.269

There is a degree of contribution from the variable quality of educational services to student satisfaction which is 0.445. So, the better the quality of educational services. The contribution to student satisfaction is 0.445. There is a degree of contribution from the experiential marketing variable to student satisfaction which is 0.407. So, the better the experiential marketing, the more it will contribute to student satisfaction of 0.407. The results of data processing also show that the R2 value for the equation above is 0.678, this indicates that student satisfaction is simultaneously influenced by the quality of educational services and experiential marketing. This value also indicates that other factors affect student satisfaction apart from the quality of educational services and experiential marketing which are addressed by the variance error which is 0.321. the proposed conceptual hypothesis has been tested and can be accepted. The complete structural model for substructure 1 can be seen below.



**Figure 3 Influence Path Coefficient, Quality of Educational Services and Experiential Marketing on Student Satisfaction**

The direct effect of the variable quality of educational services on student satisfaction is 19.80% while the indirect effect is 15.72%, namely through experiential marketing. The indirect effect of the quality of educational services on student satisfaction is smaller than the direct effect, this indicates that the quality of educational services can be realized if it is supported by other variables, namely experiential marketing so that the quality of educational services will be formed in order to increase student satisfaction. The effect of the quality of educational services on student satisfaction, either directly or indirectly, is 35.52%. Experiential marketing is a variable that influences both directly and indirectly student satisfaction with a direct effect of 16.56% and an indirect effect of 15.72%, namely through the quality of educational services. Effect of Student Satisfaction on Student Trust Structural model 2 describes the influence of student satisfaction on student trust which is stated in the hypothesis as follows that there is an effect of student satisfaction on student trust. The results of data processing also show that the R2 value for the equation above is 0.719, this illustrates that student confidence is influenced by student satisfaction. These results also indicate that there are other factors affecting student confidence that are outside the research model addressed by the variance error which is 0.281.

Thus, the proposed conceptual hypothesis has been tested and accepted. The complete structural model for substructure 2 can be seen below.

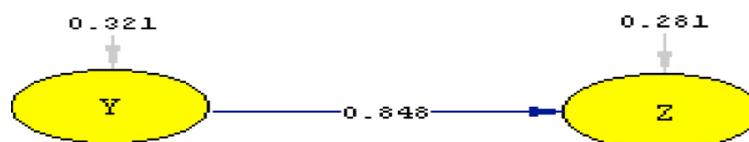


Figure Path Coefficient of Student Satisfaction on Trust

## DISCUSSION

Based on the recapitulation results regarding service quality, it can be seen that all the answers given by respondents are in the good range. Based on the recapitulation results of respondents' answers regarding student satisfaction, it can be seen that all indicators or statements given to respondents are in the good range or category. Based on the results of the recapitulation of respondents' answers regarding student trust, it can be seen that all indicators or statements given to respondents are in the range or category of sufficient confidence to believe. Testing the hypothesis of the effect of service quality and experiential marketing on student satisfaction, the statistical conclusion is that service quality has a significant effect on student satisfaction. It can be interpreted that the better the quality of service, the higher student satisfaction. The magnitude of the simultaneous influence of service quality and experiential marketing variables on student satisfaction is 67.81%, the rest is influenced by other variables outside the research model. The Effect of Experiential Marketing on Student Satisfaction Testing the hypothesis of the effect of experiential marketing on student satisfaction obtained a statistical conclusion that experiential marketing has a significant effect on student satisfaction. Thus, it can be interpreted that the better the quality of service, the higher student satisfaction, In order to increase satisfaction, personalization of the lecture and employee is needed. Personalization is the act of adjusting communication or an experience based on information from a company that learned about an individual. Personalization of services, products, and communications has gained prominence in marketing practice and theory due to the increased interest in one-to-one marketing over the past decade (Frianto, 2022) The magnitude of the influence of experiential marketing on student satisfaction is 32.29%. Submission of the hypothesis of the effect of student satisfaction on student trust obtained statistical conclusions that student satisfaction has a significant effect on student trust. It can be interpreted that the better the student satisfaction, the higher the student trust. The magnitude of the effect of satisfaction on student trust is 71.91%. If a student feels that the performance received is greater than expected, the student will feel satisfied. If the student is satisfied then a belief will grow in him to the private university that the private university will be able to meet his other needs. This belief grows personally from within him and cannot be easily formed if he only hears from other people's experiences since trust is emotional bonding. Strong trust can turn very satisfied customers into

very loyal customers which means that customers will continue to use the company's products or services.

## CONCLUSIONS

The quality of educational services for students of the management study program accredited A at Private University in Bandung Metropolitan is perceived as good, this is based on the results of the average score of respondents' answers being in the good category. Indicators that are still in the less category are complete lecture facilities, attractive and neat appearance of lecturers, students can easily consult with lecturers, lecturers' master lecture material, lecturers and staff can use available information technology, damaged learning facilities are quickly repaired. Experiential marketing for students in the management study program accredited A at the Bandung Metropolitan Private University is well received, this is based on the results of the average score of respondents' answers being in the good category. Student satisfaction in the private university with A accredited management study program in Bandung Metropolitan is perceived as satisfactory, this is based on the results of the average score of respondents' answers being in the satisfied category. Student trust in the management study program accredited A at the private university in Bandung Metropolitan is perceived to be sufficient towards trust, this is based on the results of the acquisition of the average value of the respondents' answers which are in the moderate to good category. The magnitude of the influence of the quality of educational services and experiential marketing on student satisfaction in management study programs accredited A Private University in Bandung Metropolitan is 67.81% and the rest is the influence of other variables outside the research. The magnitude of the influence of the quality of educational services on student satisfaction in management study programs accredited A private university in Bandung Metropolitan is 35.52%. The magnitude of the influence of experiential marketing on student satisfaction in management study programs accredited A at private universities in Bandung Metropolitan is 32.29%. The magnitude of the influence of student satisfaction on student trust in management study programs accredited A private university in Bandung Metropolitan is 71.91%.

Effect of Quality of Educational Services and Experiential Marketing on Student Satisfaction and Its Implications on Student Trust Evidence simultaneously can be considered a novelty in this study as previous research has not researched these variables. The limitation of this study is the fact that the research objects are universities in Bandung, making follow-up research possible with a wider range of universities. The results of this research are very important, especially for private universities on how to increase student satisfaction by improving the quality of education services and Experiential Marketing.

This research does not use digital marketing variables which are currently a good topic. Furthermore, there are many other variables outside the research variables that can be used as material for further research. This study suggests that the quality of educational services has a

relatively large influence on student satisfaction compared to experiential marketing. This shows that the contribution of the quality of educational services is large towards the formation of student satisfaction. Thus, it is better to improve the quality of educational services continuously. Experiential marketing has a relatively small influence on student satisfaction compared to service quality. Therefore, it is appropriate for private tertiary institutions not only to offer benefits but also to offer a unique experience by providing excellent service through both lecturers and administrative staff. Satisfaction affects student confidence, making it necessary to increase student satisfaction. Ways that can be done to measure student satisfaction is through a questionnaire distributed to students randomly at the end of each semester to provide responses to the performance of lecturers, administrative staff, and facilities owned and student services. Questionnaire distribution can also be done online through respective campus websites.

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