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### The Effect of Marketing Mix on Loyalty through Student Guardian Satisfaction at Private Islamic Full Day Schools in Surabaya

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**Abstract:** *This study aims to analyze the influence of the service marketing mix (7Ps)—product, price, place, promotion, people, process, and physical evidence—on the satisfaction and loyalty of students' guardians at private Islamic full-day junior high schools (SMP Islam) in Surabaya. The research is driven by the increasing competition among Islamic educational institutions and the need for effective marketing strategies to enhance customer satisfaction and loyalty among guardians as key decision-makers. This research uses a quantitative approach with a causal associative design. The sample consists of 384 respondents who are guardians of students from grades 7, 8, and 9 across 12 private Islamic full-day junior high schools with accreditation levels A, B, and C. The sampling technique employed is stratified random sampling. Data were collected using a Likert-scale questionnaire and analyzed through path analysis with the assistance of SPSS. The results indicate that all dimensions of the marketing mix (7Ps) have a positive and significant influence on guardian satisfaction. Furthermore, satisfaction significantly affects loyalty, and most marketing mix dimensions also directly influence loyalty. Satisfaction is proven to act as a mediating variable in the relationship between the marketing mix and loyalty. A notable contribution of this study is the inclusion of the akhlaqul karimah (noble character) indicator within the product dimension, which reflects the unique values of Islamic education. The theoretical implications of this study reinforce the applicability of the 7P model in the Islamic educational sector and provide empirical contributions to the development of marketing strategies rooted in Islamic values. Practically, the findings offer valuable insights for school administrators to design more effective and satisfaction-oriented marketing strategies to foster guardian loyalty.*

**Keyword:** *7P marketing mix, satisfaction, loyalty, Islamic school, full-day school, akhlaqul karimah*

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## INTRODUCTION

Education is the main foundation for building civilization and national progress. A high-quality and competitive society is born from a quality education system that is focused and in line with the demands of the times. In Indonesia, public awareness of the importance of education is increasing, in line with the rapid growth of educational institutions offering a variety of concepts, ranging from public and private schools to nature-based, technology-based, and religion-based schools. Competition between educational institutions is also becoming more intense, especially in urban areas such as Surabaya, which is one of Indonesia's educational centers.

In the context of Islamic education, especially at the private junior high school (SMP) level with a full-day school system, competition has become increasingly complex. Islamic schools not only compete with public schools but also with other Islamic schools for public trust. Surabaya, as a large city with a significant number of private junior high schools, presents serious challenges. Data from the East Java Central Statistics Agency (BPS) in 2022 shows that there are 257 private junior high schools in Surabaya, but the student enrollment rate is only around 40-60%. This condition indicates that there is still a gap between the capacity of schools and the number of students that can be recruited.

This phenomenon shows that most private schools, including Islamic schools with a full-day school system, have not been able to optimize their educational marketing management strategies. Many schools still rely on traditional approaches (4Ps: product, price, place, promotion), even though developments in service marketing theory have emphasized the importance of a more comprehensive approach, namely the 7Ps marketing mix (product, price, place, promotion, people, process, physical evidence). This approach emphasizes not only the educational product itself, but also aspects of service, quality of interaction, and physical evidence that can increase the trust of parents.

In the world of education, especially Islamic schools, parents are the main actors in decision-making. Guardians' satisfaction with educational services greatly determines the continuity of their relationship with the school. Satisfied guardians will not only keep their children in the school, but also have the potential to recommend the school to relatives or other members of the community. Thus, satisfaction is a key factor that can increase loyalty. This loyalty is important to ensure the sustainability of educational institutions, given that school operating costs are highly dependent on the number of students.

Furthermore, the loyalty of guardians is not only determined by academic aspects, but also by the extent to which the school is able to meet their expectations regarding the Islamic character building of their children. This is where the uniqueness and challenge lie for full-day Islamic schools. They are required to provide educational services that integrate academic, spiritual, and moral aspects. Therefore, the application of Islamic value-based marketing mix is relevant and strategic.

Several previous studies, such as Liana et al. (2016), Margareta et al. (2018), and Munir (2018), show that the application of marketing mix affects customer satisfaction and loyalty in the service sector, including education. However, most of these studies are still limited to certain variables or do not comprehensively include the seven elements of the marketing mix. In addition, there have not been many studies that specifically place *akhlaqul karimah*—Islamic character building—as part of the product dimension in the Islamic education marketing mix. In fact, for Islamic schools, *akhlaqul karimah* is a core value that distinguishes them from public schools.

Thus, this study attempts to fill this gap by analyzing the influence of the marketing mix (7Ps) on the loyalty of students' guardians with satisfaction as a mediating variable. The focus of the study is on private full-day Islamic junior high schools in Surabaya, considering that this city has fierce competition among private schools and represents the dynamics of urban education

## METHOD

### Research Design

This study uses a quantitative approach with a causal associative design. This approach was chosen because the main objective of the study was to test the causal relationship between the independent variables (7P marketing mix) and the dependent variable (loyalty), with the mediating variable (guardian satisfaction). According to Sugiyono (2019), causal associative research is used to determine the influence or relationship between variables and to test hypotheses based on existing theories.

The analysis model used is path analysis, which allows researchers to test the direct and indirect effects between variables. In addition, the Sobel test is used to test the role of mediating variables.

### Population and Sample

#### 1. Research Population

The research population consisted of all guardians of students in grades VII, VIII, and IX who attended private full-day Islamic junior high schools in the city of Surabaya. Based on data from the Surabaya City Principals' Working Meeting (MKKS) in 2023, there are 12 private full-day Islamic junior high schools with A, B, and C accreditation status. The total number of guardians at these schools is 1,304 people.

#### 2. Research Sample

Referring to the Slovin formula with a 5% margin of error, the representative sample size from the population is 384 respondents. The sample was determined using proportionate stratified random sampling, which is random sampling adjusted to the proportion of the population in each stratum (school accreditation A, B, and C).

**Table 1. distribution of the population and research sample:**

No	School Name	Accreditation	Population	Sample
1	SMP Al-Wachid	A	154	46
2	SMP Al Amin	A	133	38
3	SMP Al Falah Ketintang	A	162	48
4	SMP An-Najiyah	A	98	28
5	SMP Bahrul Ulum	A	147	43
6	SMP Al Karimah	B	102	30
7	SMP Al Azhar	B	120	35
8	SMP Al Fatah	B	101	30
9	SMP Assaadah	B	88	26
10	SMP Baiturrahman	B	84	25
11	SMP Al Ghozali	C	60	18
12	SMP Sultan Agung	C	55	17
		Total	1304	384

Thus, the sample represented all accreditation strata, making the research results more valid and generalizable.

### Types and Sources of Data

#### 1. Primary Data

The main data was obtained by distributing questionnaires to parents of students at 12 private full-day Islamic schools in Surabaya.

## 2. Secondary Data

Supporting data was obtained from the Surabaya MKKS report, school accreditation data, education statistics from BPS, as well as literature and previous studies.

## Data Collection Techniques

Data collection techniques were carried out using a questionnaire based on a five-point Likert scale, with the following categories:

5 = Strongly Agree (SS)

4 = Agree (S)

3 = Disagree (D)

2 = Strongly Disagree (SD)

1 = Very Strongly Disagree (VSD)

The questionnaire was compiled based on indicators from each research variable. Before use, the instrument was tested for validity and reliability.

## Operational Definition of Variables

### 1. Independent Variable (X)

- a. Product (X1): academic services and Islamic character building. Indicators: integration of general knowledge and religion, good character, habit of worship, graduate achievements.
- b. Price (X2): affordability and cost-quality ratio. Indicators: registration fees, tuition fees, transparency, scholarships.
- c. Location (X3): school location and accessibility. Indicators: Islamic environment, transportation, security.
- d. Promotion (X4): school communication strategies. Indicators: social media, brochures, testimonials, community involvement.
- e. People (X5): quality of school human resources. Indicators: teacher competence, Islamic attitude of staff, relationship with parents.
- f. Process (X6): educational process flow. Indicators: structured learning, Islamic routines, responsiveness to complaints.
- g. Physical Evidence (X7): educational facilities and infrastructure. Indicators: buildings, classrooms, laboratories, Islamic uniforms.

### 2. Mediation Variables (Z)

Guardian Satisfaction: positive feelings after comparing expectations with the reality of educational services. Indicators: academic satisfaction, Islamic guidance, facilities.

### 3. Dependent Variable (Y)

Guardian Loyalty: long-term commitment to continue choosing and recommending the school. Indicators: continuing children's education, recommendations, participation, trust.

## Data Analysis Techniques

Data analysis was conducted in several stages:

### 1. Validity Test

Using Pearson's correlation to ensure each indicator is valid.

### 2. Reliability Test

Using Cronbach's Alpha. The instrument is reliable if  $\alpha > 0.70$ .

### 3. Classical Assumption Test

Includes tests of normality, multicollinearity, heteroscedasticity, and autocorrelation to ensure the regression model is feasible.

#### 4. Path Analysis

Used to analyze the direct and indirect effects between variables.

#### 5. Hypothesis Testing

Uses t-tests and F-tests to determine the significance of the effects. Used to test the role of satisfaction as a mediating variable between marketing mix and loyalty.

### Research Ethics

The research was conducted with due regard for ethics, including:

1. Respondents were provided with information about the purpose of the research.
2. Participation was voluntary.
3. Data confidentiality was maintained and data was used solely for academic purposes.

### Overview of Research Object

This research was conducted at 12 private full-day Islamic junior high schools in the city of Surabaya, with a total of 384 respondents who were parents of Generation Y students. The researchers found that the parents believed that marketing mix elements such as product, price, place, promotion, people, process, and physical evidence were important factors in influencing their satisfaction with the school.

## RESULTS AND DISCUSSION

### Analysis of Research Results

#### Validity and Reliability Test Results

All variables were declared valid and reliable. The validity test using Pearson's correlation showed a significance value  $< 0.05$  and a calculated  $r > \text{table } r$ . Reliability was measured using Cronbach's Alpha with a value  $> 0.7$  ( $\alpha = 0.957$ ), indicating that the instrument was highly reliable.

#### Multicollinearity Test Results

No multicollinearity was found because all tolerance values were  $> 0.10$  and  $VIF < 10$  for both the intervening variable (satisfaction) and the dependent variable (loyalty).

#### Autocorrelation Test Results

Using the Durbin-Watson method, the results show:

1. DW for regression model 1 (satisfaction): 1.604  $\rightarrow$  between DL and DU  $\rightarrow$  no autocorrelation
2. DW for regression model 2 (loyalty): 1.715  $\rightarrow$  between DU and 4-DU  $\rightarrow$  no autocorrelation

#### Heteroscedasticity Test Results

The Glejser test shows that all variables have a significance value  $> 0.05$ , so it can be concluded that there are no symptoms of heteroscedasticity in both regression models.

#### Normality Test Results

Using the Kolmogorov-Smirnov test, Asymp. Sig = 0.273 was obtained, which is greater than 0.05. Therefore, the residuals are normally distributed, and the regression model meets the normality assumption.

#### Linearity Test Results

The ANOVA test shows the following F results:

1. Regression 1 (against satisfaction):  $F = 208.467$  ( $> F_{\text{table}} = 1.75$ )

2. Regression 2 (against loyalty):  $F = 72.443$  ( $> F_{table} = 1.67$ ) Both linear regression models are valid for use in the analysis.

## Descriptive Statistics Results

**Table 2. Descriptive Statistics Results**

No	Hypothesis	VariableIndependent → Dependent	Sig	Conclusion
1	H1	Product → Satisfaction	0.000	Significant
2	H2	Price → Satisfaction	0.000	Significant
3	H3	Location → Satisfaction	0.036	Significant
4	H4	Promotion → Satisfaction	0.001	Significant
5	H5	People → Satisfaction	0.009	Significant
6	H6	Process → Satisfaction	0.010	Significant
7	H7	Physical Evidence → Satisfaction	0.044	Significant
8	H8	Product → Loyalty	0.000	Significant
9	H9	Price → Loyalty	0.000	Significant
10	H10	Place → Loyalty	0.034	Significant
11	H11	Promotion → Loyalty	0.000	Significant
12	H12	People → Loyalty	0.025	Significant
13	H13	Process → Loyalty	0.019	Significant
14	H14	Physical Evidence → Loyalty	0.005	Significant
15	H15	Satisfaction → Loyalty	0.000	Significant

Number of respondents: 384

All variables have an average value between 4.1120–4.4063, with a standard deviation  $< 1$ , indicating that the data is homogeneous and consistent. The highest value is on a scale of 5.

## Hypothesis Test Results

Hypothesis testing was conducted in two regression models:

1. Regression Model 1: Tests the effect of variables  $X_1$ – $X_7$  on the intervening variable of satisfaction ( $Z$ ).
2. Regression Model 2: Tests the effect of variables  $X_1$ – $X_7$  and  $Z$  on the loyalty variable ( $Y$ ).

Regression Equation Model 1 ( $Z$ ):

$$Z = 0.364 + 0.334X_1 + 0.485X_2 + 0.012X_3 + 0.181X_4 + 0.081X_5 + 0.057X_6 + 0.068X_7 + e$$

Regression Equation Model 2 ( $Y$ ):

$$Y = 0.601 + 0.223X_1 + 0.340X_2 + 0.044X_3 + 0.331X_4 + 0.039X_5 + 0.086X_6 + 0.126X_7 + 0.277Z + e$$

## Hypothesis Testing Conclusion:

### Correlation Test Results

The correlation test was performed using Pearson Correlation. The results show a strong to very strong relationship between variables.

Interpretation of Correlation Coefficients ( $r$ ):

0.00 – 0.199: Very low

0.20 – 0.399: Low

0.40 – 0.599: Moderate

0.60 – 0.799: Strong

0.80 – 1.000: Very strong

**Table 3. Correlation Coefficients between Variables**

No	Variable	Correlation with Satisfaction (Z)	Description
1	Loyalty (Y)	0.794	Very strong
2	Product (X1)	0.785	Strong
3	Price (X2)	0.858	Very strong
4	Place (X3)	0.765	Strong
5	Promotion (X4)	0.801	Very strong
6	People (X5)	0.689	Strong
7	Process (X6)	0.705	Strong
8	Physical Evidence (X7)	0.660	Strong

### Intervening Test Results (Sobel Test)

The intervening variable test using the Sobel test is a test to determine whether there is an influence between variables through an intervening variable that can significantly mediate the relationship (Assagaf, 2021).

#### 1. Product

Calculated Z of 0.8302 > Table Z of 0.3483 → Satisfaction mediates the influence of Product on Loyalty.

#### 2. Price

Calculated Z value of 0.5683 > Table Z value of 0.5596 → Satisfaction mediates the effect of Price on Loyalty.

#### 3. Place

Calculated Z value of 0.0 > Table Z value of 0.6217 → Satisfaction mediates the effect of Place on Loyalty.

#### 4. Promotion

Calculated Z value of 0.0 > Table Z value of 0.6406 → Satisfaction mediates the effect of Promotion on Loyalty.

#### 5. People

Calculated Z value of 0.5679 > Table Z value of 0.4801 → Satisfaction mediates the effect of People on Loyalty.

#### 6. Process

Calculated Z of 0.0 > Table Z of 0.0032 → Satisfaction mediates the effect of Process on Loyalty.

#### 7. Physical Evidence

Calculated Z of 0.8089 > Table Z of 0.6026 → Satisfaction mediates the effect of Physical Evidence on Loyalty.

### Hypothesis Discussion

Hypothesis 1: The product has a direct and significant effect on the satisfaction of guardians of students at private full-day Islamic junior high schools in Surabaya.

The product was found to have a significant effect on the satisfaction of guardians of students (Sig. 0.000 < 0.05; coefficient 0.334). The educational products referred to include student behavior, morals, cleanliness, good attitude, and religious habits. These findings confirm that the quality of core services at full-day Islamic schools in the form of Islamic character building is a determining factor in guardian satisfaction. In line with Kotler & Keller (2016), products are the main determinants of customer perception. Previous studies (Hasanah, 2020; Sulaiman & Noor, 2021; Rahmawati, 2022) also reinforce that akhlaqul karimah is an important indicator of satisfaction with Islamic education.



Hypothesis 2: Price has a direct and significant effect on the satisfaction of guardians of students at private full-day Islamic junior high schools in Surabaya

Price has a significant effect on satisfaction (Sig. 0.000 < 0.05; coefficient 0.485). Registration fees and tuition fees are considered appropriate for the quality of services received. The more fair, transparent, and competitive the price, the higher the satisfaction of parents. This is consistent with customer value theory (Oliver, 2019; Zeithaml et al., 2021) and Rahman's (2021) research, which shows that the perception of fair prices increases loyalty. The implication is that schools need to establish a clear cost structure, communicate the benefits, and maintain affordability to keep satisfaction high.

Hypothesis 3: Location has a direct and significant effect on the satisfaction of guardians at private full-day Islamic junior high schools in Surabaya

Location was found to have a significant effect on satisfaction (Sig. 0.036 < 0.05; coefficient 0.012). Strategic location, clean environment, adequate facilities, and security were the dominant factors. Guardians assessed that easy access, a comfortable atmosphere, and complete facilities increased satisfaction. This is in line with the service distribution theory (Kotler & Keller, 2016) and the research by Johnson et al. (2020), which emphasizes the importance of school location. Schools need to ensure accessibility, cleanliness, and comfort so that the guardians' experience remains positive.

Hypothesis 4: Promotion has a direct and significant effect on guardian satisfaction at private full-day Islamic junior high schools in Surabaya.

Promotion has a significant effect on satisfaction (Sig. 0.001 < 0.05; coefficient 0.181). Promotion strategies include social media, websites, brochures, banners, and word-of-mouth. Effective promotion enhances the school's image and strengthens its relationship with the community. Consistency of information and honesty in promotion are key to ensuring that parents' expectations match reality. These findings are in line with Kotler & Keller (2016) and Darmawan's (2022) research that effective promotion drives satisfaction and loyalty.

Hypothesis 5: People have a direct and significant influence on the satisfaction of guardians at private full-day Islamic junior high schools in Surabaya

The results show that people have a significant effect on guardian satisfaction (Sig. 0.009 < 0.05; coefficient 0.081). This factor includes the principal, teachers, staff, and the entire school community. Effective principals build trust with guardians, trained teachers improve learning effectiveness, and friendly administrative staff create positive experiences.

Previous studies (Smith & Brown, 2019; Anderson et al., 2020; Alwi & Permana, 2021) confirm that principal leadership, teacher competence, good communication, and Islamic character building are key to satisfaction. In addition, appreciation for the achievements of teachers and students, staff responsiveness, and high motivation among school members strengthen the trust of parents.

Thus, quality interpersonal interactions play a major role in shaping the positive experiences of parents. The implication is that schools need to improve the quality of personal services, communication, and attention to the needs of parents in order to increase satisfaction.

Hypothesis 6: The process has a direct and significant effect on the satisfaction of guardians of students at private full-day Islamic junior high schools in Surabaya

The process has a significant effect on the satisfaction of guardians of students (Sig. 0.010 < 0.05; coefficient 0.057). The process includes scheduling, routines, learning effectiveness, and learning atmosphere.

A structured schedule reflects the school's professionalism, while consistent routines support the formation of discipline and responsibility (Collins et al., 2020). A well-managed



process improves parents' perceptions of the school's stability and quality (Miller & Brown, 2021). In addition, a balanced learning-rest schedule maintains students' health (Collins & Harris, 2021). The implication is that schools must ensure that processes are simple, clear, consistent, and oriented towards Islamic character development so that guardians are satisfied with the quality of educational services.

Hypothesis 7: Physical evidence has a direct and significant effect on the satisfaction of guardians at private full-day Islamic junior high schools in Surabaya

Physical evidence has a significant effect on satisfaction (Sig. 0.044 < 0.05; coefficient 0.068), although it is not the main factor. A beautiful school environment, brochures, websites, and physical facilities complement the parents' experience, but direct interaction and the quality of the educational process are more dominant.

Research by Collins (2020) and Miller et al. (2019) confirms that parents pay more attention to the quality of teachers, curriculum, and interpersonal relationships than promotional media or physical facilities. Websites and brochures are important for image, but word-of-mouth recommendations have a greater influence on satisfaction.

The implication is that schools still need to maintain facilities and visual image, but the main focus should be on improving interaction and quality learning processes.

Hypothesis 8: Products have a direct and significant influence on the loyalty of guardians at private full-day Islamic junior high schools in Surabaya

The product has a significant effect on student guardian loyalty (Sig. 0.000 < 0.05; coefficient 0.223). Product quality in the form of respectful attitudes, cleanliness, Islamic character, and religious habits has been proven to increase loyalty.

Research by Anderson & Lee (2020) and Darmawan (2019) shows that Islamic character education strengthens parental commitment. Loyalty is reflected in pride, positive recommendations, and no intention to transfer children to other schools. In other words, consistent Islamic education product quality is the main factor that makes guardians loyal and supportive of the school in the long term.

Hypothesis 9: Price has a direct and significant effect on the loyalty of guardians at private full-day Islamic junior high schools in Surabaya.

Price was found to have a significant effect on the loyalty of guardians (Sig. 0.000 < 0.05; coefficient 0.340). Prices that are commensurate with the quality of facilities, affordable, and competitive increase the satisfaction and commitment of guardians.

Research by Anderson & Brown (2019), Lestari et al. (2022), and Darmawan (2020) supports the notion that reasonable and competitive costs influence parental loyalty. Affordability makes guardians feel secure, while prices that match the facilities foster a sense of pride and encourage positive recommendations.

The implication is that schools must establish a fair, transparent, and competitive fee structure to keep guardians loyal and prevent them from transferring to other schools.

Hypothesis 10: Location has a direct and significant influence on guardian loyalty to private full-day Islamic junior high schools in Surabaya

The analysis results show that location has a significant effect on guardian loyalty (Sig. 0.034 < 0.05; coefficient 0.044). A clean, comfortable school environment and facilities that support the learning process encourage guardians to remain loyal in sending their children to school.

A clean environment provides comfort and a sense of security (Collins et al., 2020). Complete facilities, such as classrooms, libraries, laboratories, places of worship, and sports facilities, reinforce perceptions of school quality (Rahman & Lee, 2021). A safe and inspiring environment increases student focus and engagement (Miller et al., 2020).

Another impact is the growth of pride among guardians, which encourages positive recommendations to others (Johnson & Brown, 2019; Darmawan, 2020). Thus, the place plays an important role as a factor in shaping loyalty through a sense of comfort, pride, and recommendations from guardians.

Hypothesis 11: Promotion has a direct and significant effect on the loyalty of guardians of students at private full-day Islamic junior high schools in Surabaya

Promotion has a significant effect on loyalty (Sig.  $0.000 < 0.05$ ; coefficient 0.331). Promotion through websites, brochures, banners, and social media is effective in forming a positive image and strengthening the trust of guardians (Kotler & Keller, 2016; Lamb et al., 2020).

Community-based strategies have also been proven to build emotional closeness (Agus et al., 2020). Consistent promotion increases the pride of guardians, encourages recommendations, and strengthens their commitment (Ryu & Han, 2010).

In addition to promotion, good facility support strengthens satisfaction, which then leads to loyalty (Zeithaml et al., 1996; Oliver, 1999). This study confirms the importance of integrated promotion supported by quality educational services to create long-term loyalty (Kotler & Armstrong, 2018).

Hypothesis 12: People have a direct and significant influence on the loyalty of guardians at private full-day Islamic junior high schools in Surabaya

The people variable significantly affects loyalty (Sig.  $0.025 < 0.05$ ; coefficient 0.039), although the effect is relatively small. The principal, teachers, staff, and school community play a key role in building positive relationships with guardians.

Effective leadership, competent and communicative teachers, and appreciation for achievements motivate the school community (Robbins & Coulter, 2018; Agus et al., 2020; Herzberg, 1966). These factors create satisfaction that impacts loyalty (Oliver, 1999; Zeithaml et al., 1996).

Guardians feel proud, are reluctant to transfer their children, and are willing to recommend the school. Although its contribution is small compared to other factors, good personal interaction has been proven to strengthen long-term relationships (Grönroos, 1994; Shankar et al., 2003).

Hypothesis 13: The process has a direct and significant influence on the loyalty of guardians at private full-day Islamic junior high schools in Surabaya

The process has a significant effect on loyalty (Sig.  $0.019 < 0.05$ ; coefficient 0.086). Structured schedule and routine management reflect the school's professionalism, foster satisfaction, and increase loyalty (Parasuraman et al., 1985; Agus et al., 2020).

Consistent routines provide a sense of security and increase trust (Lovelock & Wirtz, 2011). Parents feel proud and comfortable recommending the school because they see the quality of the process (Oliver, 1999; Zeithaml et al., 1996).

Conversely, if the process is poorly managed, the potential for loyalty can decline. Therefore, process management must be viewed as a pillar of educational marketing strategy, on par with promotion and service quality (Kotler & Keller, 2016).

Hypothesis 14: Physical evidence has a direct and significant influence on the loyalty of guardians at private full-day Islamic junior high schools in Surabaya

Physical evidence has a significant effect (Sig.  $0.005 < 0.05$ ; coefficient 0.126), although the effect is not always positive. The school environment, facilities, brochures, and website create a first impression, but do not always increase loyalty.

Guardians tend to have high expectations; if the facilities do not meet expectations, loyalty may decline (Oliver, 1999). Brochures and websites play a role in image, but their impact is limited. Word-of-mouth recommendations have a stronger influence on guardians' decisions (Shankar et al., 2003; Reichheld & Teal, 2001).

Thus, physical evidence needs to be managed to align with expectations. Otherwise, facility improvements will not be proportional to the resulting loyalty (Kotler & Keller, 2016; Grönroos, 1994).

Hypothesis 15: Satisfaction has a direct and significant effect on the loyalty of guardians of students at private full-day Islamic junior high schools in Surabaya.

Satisfaction has a strong and significant effect on loyalty (Sig.  $0.000 < 0.05$ ; coefficient 0.277). The more satisfied guardians are with the product, service, price, and interaction, the greater the chance they will remain loyal and recommend the school (Indrawati & Husniatunnajah, 2021). Satisfaction is influenced by service quality, emotional factors, and reasonable prices (Zeithaml et al., 1996). Satisfied consumers will return to use the service and give positive recommendations (Oliver, 1999).

These findings confirm that satisfaction is the main predictor of loyalty. Therefore, improving the quality of educational services must be a priority so that schools can maintain the trust and loyalty of guardians in the long term.

## CONCLUSION

Based on the explanations in the background, problem formulation, research objectives, data analysis results, and discussion, the conclusions of this study are as follows:

1. All elements of the marketing mix (7Ps), consisting of product, price, place, promotion, people, process, and physical evidence, have a positive and significant effect on guardian satisfaction. This shows that integrated management of these aspects can create positive perceptions and increase guardian satisfaction with the educational services provided by the school.
  - a. Product has a direct and significant effect on guardian satisfaction at private full-day Islamic junior high schools in Surabaya. The results of the study show that the significance value of the product on guardian satisfaction is  $0.000 < 0.050$  and the coefficient value is 0.334. The correlation coefficient value is positive. The researcher concludes that the product has a positive and significant effect on guardian satisfaction, meaning that the more the product is improved in the full-day school program, the higher the satisfaction of guardians will be.
  - b. Price has a direct and significant effect on the satisfaction of guardians at private Islamic full-day junior high schools in Surabaya. The results of the study show that price has a significance value of  $0.000 < 0.050$  and a coefficient value of 0.485. The researcher concludes that there is a direct and significant effect on the satisfaction of guardians. By increasing the price, the satisfaction of guardians will tend to increase.
  - c. Location has a direct and significant effect on the satisfaction of guardians at private Islamic full-day junior high schools in Surabaya. The results of the study show that location has a significance value of  $0.036 < 0.050$  and a coefficient value of 0.012 on the satisfaction of guardians. This means that there is a positive relationship and a significant effect on guardian satisfaction. The location, which is related to facilities and infrastructure as well as comfort and cleanliness in the learning process, has a significant effect on the full-day school program. The researcher concludes that if the location is improved, guardian satisfaction will tend to increase because of the direct relationship.
  - d. Promotion has a direct and significant effect on the satisfaction of guardians at private Islamic full-day schools in Surabaya. The results show that promotion has a significance value of  $0.001 < 0.05$  and a coefficient value of 0.181, indicating a negative and opposite relationship that significantly affects the loyalty of guardians. Promotion with indicators such as internet advertising, advertising on the school website, advertising in brochures,

- advertising on banners, a good school image, and word-of-mouth advertising are considered capable of providing satisfaction to guardians.
- e. People have a direct and significant influence on the satisfaction of guardians at private Islamic full-day schools in Surabaya. The results of the study show that promotion has a significant value of  $0.009 < 0.05$  and a coefficient value of 0.081 on the satisfaction of guardians. The researchers conclude that the coordination carried out by the principal and teachers in implementing the full-day school program is in the good category.
  - f. The process has a direct and significant influence on the satisfaction of guardians at private Islamic full-day junior high schools in Surabaya. The results of the study show that the process of guardian satisfaction obtained a significance value of  $0.010 < 0.05$  and a coefficient value of 0.057. This indicates a negative and opposite relationship and has a significant effect on guardian loyalty. The researcher concluded that socialization related to the full-day school program for guardians needs to be improved so that it can increase guardian satisfaction with this program. If the school is able to socialize the full-day school program well, guardian satisfaction will increase.
  - g. Physical evidence has a direct and significant effect on the loyalty of guardians of students at private full-day Islamic junior high schools in Surabaya. The results of the study show that physical evidence has a significance value of  $0.005 < 0.05$  and a coefficient value of 0.126 on the loyalty of guardians of students. This indicates a direct and significant effect on the loyalty of guardians of students.
2. Guardian satisfaction has a positive and significant effect on guardian loyalty. The higher the level of satisfaction, the more likely guardians are to keep their children at the same school and recommend it to others. Satisfaction has a direct and significant effect on guardian loyalty at private full-day Islamic junior high schools in Surabaya. The results of the study show that. This is indicated by a significance value of  $0.000 < 0.000$ , meaning that satisfaction plays an important role in shaping guardian loyalty. The satisfaction regression coefficient of 0.277 shows that satisfaction has a positive effect on guardian loyalty.
  3. Satisfaction acts as an intervening variable that strengthens the relationship between the marketing mix and loyalty. This means that the effect of the marketing mix on loyalty will be stronger if high satisfaction is first created among guardians.
  4. The addition of the “akhlaqul karimah” indicator in the product variable contributes to the novelty of Islamic-based educational marketing studies and reflects the distinctive values that are the strengths of Islamic schools.

The formation and development of akhlaqul karimah character has been proven to provide satisfaction to guardians. Satisfied guardians will tend to be loyal and continue to give positive reviews of the school, thereby encouraging others to enroll their children in the school.

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Previous Research

Some relevant studies:

Liana et al. (2016): found that service quality and price affect parent satisfaction in private schools.

Margareta et al. (2018): showed that promotion and location influence interest in enrolling in school.

Munir (2018): found that parent satisfaction is an important mediator in the relationship between service quality and loyalty.

Sayidah et al. (2018): emphasized that the integration of Islamic values in educational services increases the loyalty of students' guardians.