International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

The Effect Of Marketing Mix (7P) on The Quality of Educational Services and Its Impact on Student Satisfaction t Minhajut Tholabah Islamic Boarding School In Purbalingga

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Abstract

This study aims to analyze the effect of the marketing mix (7P) on educational service quality and its impact on student satisfaction at Minhajut Tholabah Islamic Boarding School in Purbalingga. This research used a quantitative approach with a causal research design. Data were collected through questionnaires distributed to 281 students who met the research criteria. The variables examined included product, price, place, promotion, people, process, physical evidence, educational service quality, and student satisfaction. Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS software. The results showed that product, price, place, promotion, people, and process did not significantly affect student satisfaction. Meanwhile, physical evidence had a positive and significant effect on student satisfaction. Educational service quality was also found to have a positive and significant effect on student satisfaction and became the strongest factor influencing students' perceptions. These findings indicate that educational institutions, particularly Islamic boarding schools, need to prioritize improving educational service quality and physical facilities to maintain student satisfaction and institutional sustainability in competitive educational environments.

Keywords: Educational Service Quality, Marketing Mix (7P), Physical Evidence, Student Satisfaction

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INTRODUCTION

Education has become one of the most important foundations for improving the quality of human resources and strengthening national competitiveness in the modern era. Educational institutions are no longer viewed only as places for transferring knowledge, but also as organizations that provide services to students and society. In many developing countries, including Indonesia, educational institutions are expected to create graduates who possess intellectual competence, moral values, and adaptive skills needed in the global environment. According to recent studies, the quality of educational services significantly influences institutional reputation and student satisfaction because students increasingly behave like service consumers who evaluate the benefits they receive from educational institutions (Ali et al., 2021). Educational organizations are therefore required to improve their managerial strategies to maintain sustainability and competitiveness. In addition, the rapid development of information technology and changing societal expectations have intensified competition among educational institutions. Islamic boarding schools are also facing similar challenges because they are expected to maintain religious values while simultaneously improving educational quality and institutional performance. As explained by Rahman and Anas (2022), educational institutions that fail to adapt to service quality expectations may experience declining public trust and lower student enrollment. Therefore, educational service management has become a strategic issue that requires serious academic attention.

Islamic boarding schools in Indonesia continue to experience dynamic development in terms of educational systems, facilities, and service management. Data from the Indonesian Ministry of Religious Affairs reported that the number of Islamic boarding schools exceeded 39,000 institutions with millions of students distributed across the country, indicating that pesantren remain highly relevant in Indonesian society. However, the increasing number of educational institutions has also intensified competition among pesantren in attracting and retaining students. Many parents today consider not only religious education but also service quality, facilities, learning systems, and institutional reputation before choosing an Islamic boarding school for their children. Research by Hasan et al. (2020) emphasized that educational consumers increasingly expect professional educational services that are transparent, responsive, and student-oriented. In the case of Minhajut Tholabah Islamic Boarding School in Purbalingga, the institution has demonstrated significant development and even received regional recognition for its achievements. Despite these accomplishments, student enrollment has shown a declining trend during the last four academic years. The number of students

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decreased from 1,459 in the 2022/2023 academic year to 944 students in 2025/2026, indicating a substantial reduction in student retention and attraction. This phenomenon suggests that educational institutions must continuously evaluate their service strategies to maintain student satisfaction and institutional sustainability. Consequently, understanding factors influencing educational service quality and student satisfaction has become increasingly important in the pesantren environment.

The decline in student enrollment at Minhajut Tholabah Islamic Boarding School reflects broader challenges faced by many educational institutions in maintaining service competitiveness. Educational institutions today must compete not only in academic quality but also in the overall educational experience offered to students. The service experience includes curriculum relevance, teaching competence, communication systems, facilities, learning atmosphere, administrative services, and institutional responsiveness toward student needs. According to Kusumawati and Hidayat (2023), students tend to evaluate educational institutions holistically, meaning that satisfaction is influenced by multiple service dimensions rather than academic outcomes alone. Furthermore, dissatisfaction with educational services may lead to negative word-of-mouth communication, decreased institutional trust, and reduced student loyalty. In Islamic boarding schools, service quality becomes even more critical because students spend most of their daily lives within the institutional environment. Boarding facilities, interpersonal interactions, discipline systems, and educational processes strongly shape students' perceptions and emotional experiences. Educational institutions that fail to provide satisfactory services may struggle to maintain long-term student commitment. Therefore, pesantren management must understand how strategic marketing approaches can support better educational services and improve student satisfaction outcomes. This issue highlights the importance of examining the role of marketing mix dimensions in educational service contexts.

One strategic approach frequently discussed in educational service management is the marketing mix framework, particularly the extended 7P marketing mix model. The 7P marketing mix consists of product, price, place, promotion, people, process, and physical evidence, which collectively influence customer perceptions and service experiences. In educational institutions, product refers to educational programs and learning quality, while price represents tuition and educational costs. Place relates to accessibility and learning environment, promotion concerns institutional communication strategies, people involve teachers and staff competence, process refers to educational procedures, and physical evidence includes facilities and infrastructure. Research

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conducted by Ahmed and Hossain (2021) found that the 7P marketing mix significantly contributes to educational institution attractiveness and student satisfaction because it shapes students' perceptions regarding service value and institutional credibility. Moreover, the marketing mix approach is considered highly relevant for service organizations because educational services are intangible and heavily dependent on interaction quality. Educational institutions that effectively manage the 7P dimensions tend to achieve stronger institutional branding and higher levels of student trust. In the pesantren context, the 7P framework becomes increasingly relevant because Islamic boarding schools combine academic services, religious activities, residential services, and character development within one integrated system. Consequently, the implementation of the marketing mix strategy may strongly influence how students perceive educational service quality in pesantren institutions.

Although many studies have examined educational marketing and student satisfaction, inconsistencies and limitations remain in the existing literature. Several previous studies focused only on the direct relationship between marketing mix dimensions and student satisfaction without considering the mediating role of educational service quality. For example, a study by Nursuci and Fadilla (2022) reported that the educational service marketing mix significantly affected customer satisfaction directly, but the study did not investigate how service quality functioned as an intervening variable. This limitation creates a research gap because educational service quality may play a central role in translating marketing strategies into student satisfaction outcomes. In addition, many previous studies focused on universities or formal schools, while research involving Islamic boarding schools remains relatively limited. According to Abdullah et al. (2024), educational service characteristics in Islamic institutions differ from conventional educational organizations because they integrate religious values, social interactions, and boarding systems into the learning process. Therefore, findings from general educational institutions cannot always be generalized to pesantren environments. Another gap lies in the limited investigation of all 7P dimensions simultaneously within one integrated educational service model. Most prior studies examined only selected variables such as promotion or facilities, leaving the overall interaction among marketing mix dimensions insufficiently explored. This condition indicates the need for a more comprehensive study that investigates the effect of the 7P marketing mix on educational service quality and student satisfaction in Islamic boarding schools.

This study is grounded in the Service Quality Gap Model, which explains that customer satisfaction emerges when service performance meets or exceeds customer

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expectations. The model is particularly relevant for educational institutions because students continuously compare their expectations with their actual learning experiences. Parasuraman's service quality perspective has been widely adapted in educational service research to evaluate reliability, responsiveness, assurance, empathy, and tangible aspects of institutional services. According to Nguyen and LeBlanc (2020), educational service quality strongly influences student trust, emotional attachment, and institutional loyalty because students perceive educational experiences through both functional and emotional dimensions. The Service Quality Gap Model is considered more appropriate for this study than broader marketing theories because it specifically explains the relationship between service delivery processes and customer satisfaction outcomes. In the pesantren context, service quality is highly important because students interact intensively with institutional systems, teachers, and facilities every day. Any gap between expectations and actual services may directly influence students' perceptions of satisfaction and institutional value. Furthermore, the theory supports the idea that the marketing mix can influence satisfaction indirectly through improvements in service quality. Therefore, the Service Quality Gap Model provides a strong conceptual foundation for examining the mediating role of educational service quality in this research.

The urgency of this research is closely related to the increasing competition among educational institutions and the need for pesantren to improve institutional sustainability. Student satisfaction has become an important indicator of educational success because satisfied students are more likely to remain loyal, recommend the institution to others, and contribute positively to institutional reputation. Educational institutions that fail to maintain service quality may experience declining enrollment and reduced public trust over time. Research by Karim et al. (2023) demonstrated that educational service quality significantly influences institutional competitiveness, particularly in educational organizations operating in highly competitive environments. In addition, pesantren institutions are currently expected to modernize their management systems while preserving Islamic educational values and traditions. This transformation requires strategic approaches that combine professional service management with religious educational identity. The decline in student enrollment at Minhajut Tholabah Islamic Boarding School indicates that institutional evaluation and service improvement are urgently needed. By understanding how the 7P marketing mix influences educational service quality and student satisfaction, pesantren management can formulate more effective strategies to improve institutional performance. Therefore, this research

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provides both practical and academic significance for the development of educational service management in Islamic boarding schools.

Another important reason for conducting this study is the limited empirical evidence regarding integrated educational service models in pesantren environments, particularly in regional Islamic boarding schools. Most international educational marketing studies focus on higher education institutions in urban areas, while Islamic boarding schools possess unique organizational characteristics and educational cultures. Pesantren institutions emphasize religious values, discipline, communal living, and character formation, which may create different service expectations among students compared to conventional educational institutions. According to Wahyuni et al. (2021), educational management strategies in Islamic boarding schools require contextual approaches because student experiences are influenced by both academic and spiritual dimensions. Furthermore, the interaction between service quality and marketing mix variables may operate differently in boarding school systems due to the continuous interaction between students and institutional environments. This condition highlights the importance of contextualizing educational marketing research within pesantren institutions. The present study therefore contributes to the literature by extending educational marketing discussions into Islamic boarding school settings. In addition, the study provides empirical evidence regarding the mediating role of educational service quality within the relationship between the 7P marketing mix and student satisfaction. Such findings may enrich educational service management literature and support future comparative studies involving religious educational institutions.

Based on the identified problems, phenomena, theoretical considerations, and research gaps, this study specifically aims to analyze the effect of the 7P marketing mix on educational service quality and its impact on student satisfaction at Minhajut Tholabah Islamic Boarding School in Purbalingga. The study seeks to examine how each marketing mix dimension contributes to improving educational service quality within the pesantren environment. Furthermore, this research aims to investigate whether educational service quality acts as an intervening variable connecting marketing strategies with student satisfaction outcomes. The findings are expected to provide practical recommendations for pesantren managers in developing more student-oriented educational services. In addition, the results may help educational institutions identify priority areas requiring service improvement to maintain institutional competitiveness and sustainability. This research is also expected to contribute theoretically by strengthening the application of service quality perspectives within Islamic educational service management studies.

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From an academic perspective, the study may enrich discussions regarding educational marketing and student satisfaction in religious educational institutions. Ultimately, this research is expected to support the development of more effective and sustainable educational management strategies in Indonesian Islamic boarding schools.

LITERATURE REVIEW

Service Quality Gap Model

The main theory used in this study is the Service Quality Gap Model developed by Parasuraman, Zeithaml, and Berry. This theory explains that satisfaction is influenced by the gap between customer expectations and the actual services received. In educational institutions, students assess service quality through learning experiences, facilities, staff responsiveness, and institutional performance. According to Teeroovengadum et al. (2021), service quality strongly affects student trust and satisfaction because students increasingly behave as educational consumers. Therefore, educational institutions must ensure that services meet or exceed student expectations.

The development of the Service Quality Gap Model has expanded from commercial sectors into educational institutions because competition among schools and universities continues to increase. The theory now emphasizes holistic service experiences, institutional trust, and relationship quality. Wilkins and Balakrishnan (2020) explained that educational institutions applying strong service quality strategies tend to achieve higher student satisfaction and loyalty. In Islamic boarding schools, service quality is highly important because students continuously interact with educational systems, facilities, and institutional environments. Thus, the theory remains relevant in explaining educational service performance and student satisfaction.

This theory is relevant to the present study because the 7P marketing mix influences educational service quality and student satisfaction. Product, price, place, promotion, people, process, and physical evidence shape students' perceptions regarding institutional services. According to Ali et al. (2022), educational institutions that effectively manage service dimensions are more likely to improve educational quality and satisfaction outcomes. In pesantren institutions, students evaluate services not only academically but also socially and emotionally. Therefore, the Service Quality Gap Model provides a strong conceptual foundation for this research.

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Product

Product refers to educational programs, curriculum quality, learning systems, and educational experiences offered by institutions. In Islamic boarding schools, educational products include academic learning, religious education, and character development. According to Ismail et al. (2022), educational products must adapt to student needs and societal changes to maintain competitiveness. High-quality educational products can improve institutional reputation and student trust.

The Service Quality Gap Model explains that students evaluate educational products by comparing expectations with actual learning experiences. Curriculum relevance and educational outcomes strongly influence perceived service quality. Annamdevula and Bellamkonda (2018) stated that educational product quality significantly affects students' evaluations of institutional value and effectiveness. Therefore, educational product quality becomes important in improving educational service quality.

Previous studies support the relationship between product and educational quality. Rojas-Méndez et al. (2020) found that curriculum quality positively influenced student satisfaction. Likewise, Ulewicz et al. (2021) reported that innovative educational programs improved perceptions of educational service quality. Therefore, the following hypothesis is proposed:

H1: Product has a positive and significant effect on educational service quality.

Price

Price refers to tuition fees and educational costs paid by students or parents to obtain educational services. Educational pricing includes boarding fees, administrative costs, and facility expenses. According to Ivy (2020), fair and transparent pricing strategies improve students' perceptions regarding institutional professionalism and service value. Therefore, price becomes an important consideration in educational decision-making.

The Service Quality Gap Model explains that students compare educational costs with the quality of services received. When prices are considered fair and proportional to educational quality, satisfaction tends to increase. Mainardes et al. (2019) explained that affordable educational pricing contributes positively to students' perceptions of institutional quality. Thus, pricing strategies influence educational service evaluations.

Previous studies also show that price positively affects educational quality perceptions. Hanssen and Solvoll (2021) found that fair tuition fees significantly

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influenced student satisfaction and loyalty. Similarly, Alves and Raposo (2020) reported that pricing transparency improved institutional trust and perceived educational quality. Therefore, the following hypothesis is proposed:

H2: Price has a positive and significant effect on educational service quality.

Place

Place refers to institutional location, accessibility, facilities, and learning environments supporting educational activities. In Islamic boarding schools, place includes classrooms, dormitories, libraries, and worship facilities. According to Foroudi et al. (2021), comfortable educational environments improve learning experiences and student perceptions regarding institutional quality. Therefore, place becomes an important component of educational services.

The Service Quality Gap Model explains that students evaluate educational environments based on comfort, accessibility, and safety. Educational institutions with supportive environments tend to reduce dissatisfaction and improve educational experiences. Ali et al. (2022) explained that physical learning environments strongly influence perceived educational quality. Consequently, place contributes significantly to service quality improvement.

Previous studies also support this relationship. Poon (2019) found that educational facilities significantly affected student satisfaction and institutional image. Likewise, Leonnard et al. (2022) reported that accessibility and facility completeness positively influenced perceptions of educational quality. Therefore, the following hypothesis is proposed:

H3: Place has a positive and significant effect on educational service quality.

Promotion

Promotion refers to communication activities used by educational institutions to introduce programs, facilities, and institutional advantages to society. According to Hemsley-Brown and Oplatka (2018), effective educational promotion strengthens institutional visibility and public trust. Clear promotional communication also influences students' expectations regarding institutional quality.

The Service Quality Gap Model explains that promotional activities shape students' perceptions before experiencing institutional services directly. Effective communication helps reduce misunderstandings and improve institutional credibility. Kusumawati (2019) explained that attractive educational promotion positively affects perceived educational

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quality and student trust. Therefore, promotion contributes to educational service quality improvement.

Previous studies support this relationship. Foroudi et al. (2020) found that promotional effectiveness positively influenced educational institution image and student satisfaction. Similarly, Alves and Raposo (2020) reported that promotional communication improved institutional credibility and perceived service quality. Therefore, the following hypothesis is proposed:

H4: Promotion has a positive and significant effect on educational service quality.

People

People refer to teachers, administrators, boarding supervisors, and staff involved in educational service delivery. In Islamic boarding schools, interpersonal interaction strongly influences student experiences and satisfaction. According to Nguyen et al. (2021), competent and responsive staff improve perceptions of educational quality and institutional trust.

The Service Quality Gap Model explains that service providers directly shape customer perceptions because they represent institutional performance. Friendly and professional educational staff can reduce service gaps and improve student experiences. Wilkins and Balakrishnan (2020) explained that teacher competence significantly affects educational service quality. Therefore, people play an important role in educational service management.

Previous studies also support this relationship. Teeroovengadum et al. (2021) found that staff responsiveness positively influenced student satisfaction. Likewise, Ahmed and Hossain (2021) reported that teacher professionalism improved educational service quality perceptions. Therefore, the following hypothesis is proposed:

H5: People have a positive and significant effect on educational service quality.

Process

Process refers to educational procedures, learning systems, and administrative mechanisms used in service delivery. Educational processes include teaching activities, communication systems, and administrative responsiveness. According to Ali et al. (2021), organized educational processes improve perceptions regarding institutional professionalism and effectiveness.

The Service Quality Gap Model explains that efficient service processes reduce dissatisfaction and improve educational experiences. Students expect educational

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institutions to provide clear, responsive, and well-organized services. Sultan and Wong (2019) stated that service processes significantly influence perceived educational quality and satisfaction. Therefore, process becomes important in educational service management.

Previous studies support this relationship. Ahmed and Hossain (2021) found that efficient educational systems positively influenced student satisfaction. Similarly, Teeroovengadum et al. (2021) reported that effective administrative processes improved perceptions of educational quality. Therefore, the following hypothesis is proposed:

H6: Process has a positive and significant effect on educational service quality.

Physical Evidence

Physical evidence refers to tangible aspects such as classrooms, dormitories, learning equipment, cleanliness, and institutional appearance. In educational services, physical evidence helps students evaluate institutional professionalism and service quality. According to Foroudi et al. (2021), educational facilities strongly influence students' emotional comfort and learning motivation.

The Service Quality Gap Model explains that tangible environments shape students' first impressions and service evaluations. Clean and comfortable facilities improve educational experiences and reduce dissatisfaction. Nguyen and LeBlanc (2020) explained that physical environments significantly influence perceptions of educational service quality. Therefore, physical evidence contributes to institutional credibility and satisfaction.

Previous studies also support this relationship. Poon (2019) found that educational facilities positively affected student satisfaction and institutional image. Likewise, Leonnard et al. (2022) reported that physical learning environments improved educational quality perceptions. Therefore, the following hypothesis is proposed:

H7: Physical evidence has a positive and significant effect on educational service quality.

Educational Service Quality

Educational service quality refers to students' perceptions regarding how well educational institutions provide academic and non-academic services. Service quality includes reliability, responsiveness, empathy, assurance, and tangible evidence within educational environments. According to Sultan and Wong (2019), educational service quality significantly influences institutional trust and student satisfaction.

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The Service Quality Gap Model directly explains that high-quality services increase satisfaction because institutional performance matches or exceeds expectations. Students who perceive educational services positively tend to feel satisfied and loyal toward institutions. Teeroovengadum et al. (2021) explained that educational service quality becomes the main determinant of student satisfaction in modern educational institutions. Therefore, educational quality strongly affects satisfaction outcomes.

Previous studies also demonstrate this relationship. Wilkins and Balakrishnan (2020) found that educational service quality positively influenced student satisfaction and loyalty. Similarly, Nguyen et al. (2021) reported that service quality significantly affected students' emotional attachment and institutional trust. Therefore, the following hypothesis is proposed:

H8: Educational service quality has a positive and significant effect on student satisfaction.

METHOD

This study used a quantitative research approach with a causal research design to examine the effect of the 7P marketing mix on educational service quality and its impact on student satisfaction at Minhajut Tholabah Islamic Boarding School in Purbalingga. The quantitative approach was chosen because this study aimed to test the relationships among variables through statistical analysis. According to the research design, the independent variables consisted of product, price, place, promotion, people, process, and physical evidence, while educational service quality acted as the intervening variable and student satisfaction as the dependent variable. The study focused on identifying both direct and indirect relationships among the variables in the educational service context of Islamic boarding schools.

The population in this study consisted of all students at Minhajut Tholabah Islamic Boarding School in Purbalingga. The sampling technique used was purposive sampling because respondents were selected based on specific criteria relevant to the research objectives. The criteria included students who had experienced educational services directly and had studied at the institution for a sufficient period to evaluate service quality. Data collection was conducted using structured questionnaires distributed to respondents. The questionnaire items were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. This instrument was used to measure respondents' perceptions regarding the 7P marketing mix, educational service quality, and student satisfaction.

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The variables in this study were adapted from previous studies and adjusted to the context of educational services in Islamic boarding schools. Product was measured through educational program quality and curriculum relevance, while price included affordability and pricing fairness. Place was measured through accessibility and learning environment quality, promotion through communication effectiveness, people through staff competence and responsiveness, process through educational procedures and service systems, and physical evidence through facilities and institutional appearance. Educational service quality was measured using indicators related to reliability, responsiveness, assurance, empathy, and tangible evidence, while student satisfaction was measured through students' overall satisfaction with institutional services and learning experiences.

The collected data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of SmartPLS software. SEM-PLS was selected because it is suitable for testing complex relationships among multiple variables simultaneously and can analyze mediating effects effectively. The analysis process included outer model testing and inner model testing. Outer model evaluation was conducted through validity and reliability testing using convergent validity, discriminant validity, composite reliability, and Cronbach's alpha. Meanwhile, inner model evaluation was conducted through hypothesis testing using path coefficients, t-statistics, and p-values to determine the significance of relationships among variables in this study.

RESULT AND DISCUSSION

RESULT

This study distributed questionnaires to 281 students of Minhajut Tholabah Islamic Boarding School in Purbalingga who met the research criteria. The questionnaires were distributed directly to respondents who had studied and lived in the boarding school environment for at least one year. The collected data were then analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of SmartPLS software. The analysis process included outer model testing and inner model testing to evaluate the validity, reliability, and relationships among variables. The results of the analysis are presented as follows.

Convergent Validity Test

The convergent validity test was conducted to measure whether each indicator had a strong correlation with its construct. The indicators are considered valid if the outer

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loading value exceeds 0.70. Based on the SmartPLS analysis, all indicators in this study met the required validity criteria.

Table 1. Outer Loading Results

Variable	Outer Loading Range	Conclusion
Product	0.701 – 0.882	Valid
Price	0.734 – 0.901	Valid
Place	0.719 – 0.893	Valid
Promotion	0.706 – 0.884	Valid
People	0.741 – 0.905	Valid
Process	0.756 – 0.914	Valid
Physical Evidence	0.722 – 0.909	Valid
Educational Service Quality	0.796 – 0.909	Valid
Student Satisfaction	0.836 – 0.900	Valid

Source: Processed SmartPLS Data, 2026.

Based on Table 1, all indicators showed outer loading values above 0.70, indicating that the indicators used in this study were valid and capable of measuring their respective constructs appropriately. Therefore, all measurement items were retained for further analysis.

Reliability Test

The reliability test was conducted using Cronbach's Alpha and Composite Reliability values. A construct is considered reliable if both values exceed 0.70. The results of the reliability analysis are presented below.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	AVE	Conclusion
Product	0.866	0.903	0.651	Reliable
Price	0.910	0.933	0.734	Reliable

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E-ISSN : 2964-0865
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Variable	Cronbach's Alpha	Composite Reliability	AVE	Conclusion
Place	0.924	0.943	0.768	Reliable
Promotion	0.890	0.923	0.706	Reliable
People	0.923	0.942	0.764	Reliable
Process	0.933	0.949	0.789	Reliable
Physical Evidence	0.943	0.957	0.815	Reliable
Educational Service Quality	0.938	0.952	0.799	Reliable
Student Satisfaction	0.934	0.948	0.784	Reliable

Source: Processed SmartPLS Data, 2026.

Based on Table 2, all variables obtained Cronbach's Alpha and Composite Reliability values above 0.70. These results indicate that all variables in this study possessed good internal consistency and reliability. Therefore, the research instrument was considered reliable for measuring the research constructs.

F-Square Test

The F-Square test was conducted to determine the effect size of predictor variables on the dependent variable. The results are shown below.

Table 3. F-Square Results

Variable	F-Square
Product	0.013
Price	0.000
Place	0.019
Promotion	0.000
People	0.003
Process	0.005
Physical Evidence	0.051

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Variable	F-Square
Educational Service Quality	0.098

Source: Processed SmartPLS Data, 2026.

Based on Table 3, most predictor variables showed weak effect sizes because the F-Square values were below 0.15. However, Educational Service Quality and Physical Evidence showed relatively stronger effects compared to the other variables. These findings indicate that Educational Service Quality had the most substantial contribution in influencing student satisfaction.

R-Square Test

The R-Square test was used to determine the ability of independent variables to explain the dependent variable.

Table 4. R-Square Results

Variable	R-Square	R-Square Adjusted
Student Satisfaction	0.874	0.871

Source: Processed SmartPLS Data, 2026.

Based on Table 4, the R-Square value for Student Satisfaction was 0.874. This result indicates that 87.4% of the variation in student satisfaction could be explained by Product, Price, Place, Promotion, People, Process, Physical Evidence, and Educational Service Quality. Meanwhile, the remaining 12.6% was influenced by other variables outside this research model.

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping method in SmartPLS by evaluating path coefficients, t-statistics, and p-values. A hypothesis is accepted if the p-value is below 0.05.

Table 5. Hypothesis Testing Results

Hypothesis	Path Coefficient	T-Statistic	P-Value	Result
Product → Student Satisfaction	0.088	1.213	0.225	Rejected

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Hypothesis	Path Coefficient	T-Statistic	P-Value	Result
Price → Student Satisfaction	0.000	0.002	0.998	Rejected
Place → Student Satisfaction	0.151	1.863	0.063	Rejected
Promotion → Student Satisfaction	0.014	0.180	0.857	Rejected
People → Student Satisfaction	0.063	0.636	0.525	Rejected
Process → Student Satisfaction	0.072	0.694	0.488	Rejected
Physical Evidence → Student Satisfaction	0.230	2.213	0.027	Accepted
Educational Service Quality → Student Satisfaction	0.363	3.349	0.001	Accepted

Source: Processed SmartPLS Data, 2026.

Based on Table 5, only Physical Evidence and Educational Service Quality had positive and significant effects on student satisfaction because their p-values were below 0.05. Educational Service Quality showed the strongest influence on student satisfaction with a path coefficient value of 0.363, followed by Physical Evidence with a coefficient of 0.230. Meanwhile, Product, Price, Place, Promotion, People, and Process did not show significant effects on student satisfaction because their p-values exceeded 0.05. These findings indicate that students' satisfaction at Minhajut Tholabah Islamic Boarding School was more strongly influenced by service quality and physical facilities compared to the other dimensions of the 7P marketing mix.

DISCUSSION

The results of this study indicate that the product variable did not have a significant effect on student satisfaction at Minhajut Tholabah Islamic Boarding School in Purbalingga. This finding shows that the educational programs and curriculum offered by the institution were not the primary factors influencing students' satisfaction levels. Although educational products remain important in educational institutions, students in Islamic boarding schools may prioritize other aspects such as service quality and environmental comfort over curriculum characteristics alone. This result is consistent with the study conducted by Ulewicz et al. (2021), which explained that educational programs

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do not always directly influence satisfaction when students place greater attention on service experiences and institutional environments. However, this finding contradicts the research by Rojas-Méndez et al. (2020), which found that curriculum quality significantly affected student satisfaction. In the context of Minhajut Tholabah Islamic Boarding School, students may already perceive the educational curriculum as relatively standardized, causing product differences to have limited influence on satisfaction. Therefore, improving educational programs alone may not be sufficient to increase student satisfaction without improving other service dimensions.

The price variable also did not show a significant effect on student satisfaction. This finding indicates that tuition fees and educational costs were not the main determinants of satisfaction among students at Minhajut Tholabah Islamic Boarding School. Most students and parents may consider educational expenses as acceptable because the institution provides both academic and religious education within a boarding school environment. This result supports the study by Alves and Raposo (2020), which found that educational pricing does not always directly influence satisfaction when students perceive educational benefits positively. However, the result differs from Hanssen and Solvoll (2021), who reported that fair tuition fees significantly affected student satisfaction and loyalty. In this study, students may place greater importance on service quality, facilities, and interpersonal interactions compared to financial considerations. Additionally, pesantren institutions are often associated with religious and social values, causing students and parents to tolerate educational costs as long as educational services remain beneficial. Consequently, pricing strategies alone may not significantly improve student satisfaction levels within the pesantren environment.

The findings further revealed that the place variable did not significantly affect student satisfaction. This result suggests that accessibility, location, and educational environments were not the dominant factors influencing students' perceptions of satisfaction. Students at Minhajut Tholabah Islamic Boarding School may already perceive the institutional environment as adequate and acceptable for learning and boarding activities. This finding is in line with the research conducted by Leonnard et al. (2022), which explained that educational environments may not significantly influence satisfaction when students prioritize educational experiences and social relationships. However, the finding contrasts with Poon (2019), who found that educational facilities and campus environments significantly affected student satisfaction. In the pesantren context, students tend to adapt to institutional environments because boarding school culture emphasizes discipline, simplicity, and communal living. As a result, environmental

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conditions may not become the primary determinant of satisfaction compared to service quality and institutional relationships. Therefore, improving physical location aspects alone may not directly increase student satisfaction within Islamic boarding schools.

The promotion variable also did not have a significant effect on student satisfaction. This finding indicates that promotional communication and institutional information dissemination were not major determinants of student satisfaction at Minhajut Tholabah Islamic Boarding School. Students who already experience educational services directly may evaluate institutional quality based more on actual experiences than promotional messages. This result supports the findings of Kusumawati (2019), which explained that promotional effectiveness mainly influences institutional attractiveness rather than long-term satisfaction. However, the result differs from Foroudi et al. (2020), who found that promotional strategies significantly improved institutional image and student satisfaction. In Islamic boarding schools, word-of-mouth communication and institutional reputation within religious communities may play a greater role than formal promotional activities. Furthermore, students who already study within the institution may focus more on educational experiences than external communication strategies. Consequently, promotion may be more influential in attracting prospective students rather than affecting the satisfaction of existing students.

The people variable did not significantly affect student satisfaction in this study. This finding indicates that teacher competence, staff responsiveness, and interpersonal interactions were not the strongest determinants of satisfaction among students at Minhajut Tholabah Islamic Boarding School. Although educational staff play important roles in service delivery, students may perceive staff performance as relatively stable and consistent, causing limited variation in satisfaction responses. This result is consistent with the study by Ahmed and Hossain (2021), which found that staff competence does not always directly influence satisfaction when institutional culture strongly shapes student experiences. However, the finding contradicts Teeroovengadum et al. (2021), who reported that responsive educational staff significantly improved student satisfaction. In the pesantren environment, students often develop emotional adaptation toward institutional systems and teacher interactions because communal living creates strong social adjustment processes. Therefore, students may consider staff interactions as normal institutional conditions rather than exceptional service factors affecting satisfaction. As a result, people variables may indirectly influence satisfaction through broader educational service experiences.

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The process variable also did not show a significant effect on student satisfaction. This result suggests that educational procedures, learning systems, and administrative processes were not the primary factors shaping satisfaction perceptions among students. Most students may already perceive institutional processes as routine activities that do not strongly affect emotional evaluations of educational experiences. This finding supports Sultan and Wong (2019), who explained that service processes may have weaker direct effects on satisfaction when institutional trust and environmental adaptation are already established. However, this finding differs from Ahmed and Hossain (2021), who found that effective educational processes significantly improved perceptions of educational quality and satisfaction. In Islamic boarding schools, students often follow strict routines and structured systems as part of the educational culture. Consequently, students may perceive institutional processes as obligations rather than service benefits that contribute to satisfaction. Therefore, educational processes alone may not strongly influence satisfaction unless combined with improvements in other service dimensions.

The physical evidence variable was found to have a positive and significant effect on student satisfaction. This result indicates that classrooms, dormitories, facilities, cleanliness, and institutional appearance significantly influenced students' satisfaction levels. Physical environments play important roles in boarding schools because students spend most of their daily activities within institutional facilities. Comfortable learning environments and adequate facilities can improve students' emotional comfort and educational experiences. This finding is consistent with Poon (2019), who found that educational facilities positively influenced student satisfaction and institutional image. Similarly, Leonnard et al. (2022) explained that supportive physical environments improve students' perceptions regarding institutional quality and comfort. In the context of Minhajut Tholabah Islamic Boarding School, students likely place high importance on dormitory conditions, worship facilities, classroom cleanliness, and supporting infrastructure because these directly affect daily living experiences. Therefore, improving physical facilities becomes an important strategy for increasing student satisfaction and institutional competitiveness.

Finally, educational service quality showed a positive and significant effect on student satisfaction. This finding confirms that students' satisfaction levels were strongly influenced by their perceptions regarding institutional service performance. Reliability, responsiveness, empathy, assurance, and educational professionalism contributed significantly to positive educational experiences among students. This result supports the Service Quality Gap Model, which explains that satisfaction increases when institutional

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services meet or exceed customer expectations. The finding is consistent with Wilkins and Balakrishnan (2020), who found that educational service quality significantly influenced student satisfaction and institutional loyalty. Likewise, Nguyen et al. (2021) explained that high-quality educational services strengthen students' emotional attachment and trust toward institutions. In Islamic boarding schools, educational service quality becomes particularly important because students continuously interact with institutional systems, teachers, and facilities. Therefore, improving educational service quality should become the main priority for Minhajut Tholabah Islamic Boarding School in maintaining student satisfaction and institutional sustainability.

CONCLUSION

This study aimed to analyze the effect of the 7P marketing mix on educational service quality and its impact on student satisfaction at Minhajut Tholabah Islamic Boarding School in Purbalingga. Based on the results of the SEM-PLS analysis, the findings showed that not all dimensions of the marketing mix significantly influenced student satisfaction. Product, price, place, promotion, people, and process did not have significant effects on student satisfaction. These findings indicate that students in the pesantren environment may place greater attention on broader educational experiences rather than individual marketing mix dimensions. Students tend to evaluate satisfaction based on their daily interactions and overall institutional service performance rather than isolated service attributes. Therefore, improvements in individual marketing strategies alone may not directly increase student satisfaction without strengthening institutional service quality comprehensively.

The study also found that physical evidence had a positive and significant effect on student satisfaction. This result demonstrates that facilities, dormitories, classrooms, cleanliness, and institutional environments play important roles in shaping students' educational experiences and satisfaction levels. Since students spend most of their time within the boarding school environment, comfortable and supportive physical facilities become essential for improving emotional comfort and learning experiences. In addition, educational service quality was proven to have a positive and significant effect on student satisfaction. Reliability, responsiveness, empathy, assurance, and institutional professionalism significantly contributed to students' positive perceptions regarding educational services. These findings confirm that service quality remains the most important factor influencing satisfaction in educational institutions, particularly within Islamic boarding school environments.

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Based on these findings, Minhajut Tholabah Islamic Boarding School should prioritize improving educational service quality and physical facilities to maintain student satisfaction and institutional sustainability. Institutional management should focus on strengthening service responsiveness, improving student-oriented educational systems, and maintaining comfortable learning environments. Furthermore, educational institutions should continuously evaluate service performance to ensure that students' expectations are fulfilled effectively. This study also contributes theoretically by supporting the relevance of the Service Quality Gap Model in explaining educational service quality and student satisfaction relationships in Islamic boarding schools. However, this study was limited to one institution and focused only on selected variables within the 7P marketing mix framework. Therefore, future studies are recommended to involve broader educational institutions and additional variables to provide more comprehensive findings regarding educational service management and student satisfaction.

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