



Promotion Strategy and Customer Satisfaction on Student Enrollment Rate: Mediating Role of Value Co-Creation at an Islamic Boarding School Indonesia

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ABSTRACT

Purpose: This study aims to analyze the effect of promotion strategy and customer satisfaction on student enrollment rates, with value co-creation as a mediating variable, in the context of Islamic boarding schools (pesantren) in Indonesia. This research is motivated by the phenomenon of stagnation in new student growth occurring in several pesantren despite continuous promotional efforts. The Service-Dominant Logic (SDL) approach is employed to explain the role of interaction and collaboration between educational institutions and parents in the process of educational value creation. **Methodology:** This study employs a quantitative approach with a cross-sectional survey design. Data were collected from parents or guardians of junior and senior high school students at Pesantren Ibnu Salam Nurul Fikri, Serang. A total of 147 samples were obtained, and data were analyzed using Structural Equation Modeling based on Partial Least Squares (PLS-SEM) to examine both direct and indirect relationships among variables. **Results:** The results show that promotion strategy has no significant direct effect on student enrollment rates. Conversely, customer satisfaction has a positive and significant effect on student enrollment decisions. Value co-creation also proves to have a positive and significant effect on student enrollment rates. Furthermore, value co-creation fully mediates the relationship between promotion strategy and student enrollment rates, and partially mediates the relationship between customer satisfaction and student enrollment rates. **Findings:** The findings indicate that the simultaneous influence of promotion strategy and customer satisfaction on student enrollment rates becomes stronger when mediated by value co-creation. **Novelty & Originality:** The novelty of this study lies in the application of Service-Dominant Logic to the context of Islamic education marketing, an area rarely explored in prior research. Its originality emerges from the integration of value co-creation as a mediating mechanism between promotional efforts and enrollment outcomes in the pesantren setting. **Conclusions:** This study concludes that increasing student enrollment in pesantren cannot rely solely on promotion strategies. Pesantren need to prioritize customer satisfaction and encourage value co-creation processes through active involvement of parents and prospective students. These findings strengthen the relevance of Service-Dominant Logic in the context of Islamic education marketing and provide practical implications for managing pesantren promotion strategies. **Type of Paper:** This paper is an empirical research paper.

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INTRODUCTION

Islamic boarding schools (pesantren) play a strategic role in Indonesia's education system by providing religious education integrated with moral, social, and character development. In recent decades, the number of pesantren institutions in Indonesia has continued to increase in line with growing public demand for Islamic education. However, this growth in the number of institutions has not always been accompanied by an increase in new student enrollment at the institutional level. Several studies and reports indicate that in some regions, including East Java, there has been stagnation and even a decline in new student enrollment in recent years (Pmaibs, 2024; SuaraBaru.id, 2025). This condition suggests a serious issue regarding the effectiveness of pesantren educational marketing strategies, particularly when increased promotional activities have not been able to significantly drive student enrollment growth.

In the context of pesantren education, the primary customers are parents or guardians, as they hold a dominant role in selecting educational institutions and making enrollment decisions. Although various promotional efforts have been undertaken, many educational institutions in Indonesia, including pesantren, still face difficulties in increasing the number of new students. Research by Purwitasari, Samanto, and Suprihati (2022) at the Al Azhar Solo Baru Education Foundation shows that promotion costs, tuition fees, and facilities simultaneously influence the number of new students, but their effectiveness largely depends on the strategy implemented. This finding is reinforced by Anita and Sugiyono (2022), who found that only public relations and publicity expenses significantly affect student admissions, while advertising and sales promotions do not show significant effects. These findings indicate that promotion is not necessarily effective when understood merely as a one-way information delivery activity.

With the advancement of the digital era, social media has increasingly been utilized as a promotional tool by educational institutions, including pesantren. Social media enables institutions to reach prospective students and parents more widely, quickly, and interactively compared to conventional media. Research by Mahmud (2023) at Darussa'adah Islamic Boarding School in Bandar Lampung shows that optimizing YouTube as a promotional medium can increase institutional visibility and attract prospective students. However, another study by Yusuf and Maula (2022) emphasizes that the success of social media promotion strongly depends on content strategy and the level of audience engagement. These findings highlight that merely having a presence on social media is insufficient to drive enrollment decisions; instead, promotional approaches must build meaningful interaction and engagement with parents and prospective students.

The limited effectiveness of promotional activities indicates a mismatch between promotional efforts and achieved outcomes (Ningsih et al., 2022). Most previous studies still view promotion as a one-way communication activity and position parents as passive recipients of information. This approach is inadequate to explain enrollment behavior in the context of educational services, where value is not immediately perceived but is formed through experience, interaction, and long-term trust. Therefore, a theoretical framework is required to explain the active role of parents and students in the value creation process within educational services.

To address these limitations, this study adopts Service-Dominant Logic (SDL) as its theoretical foundation. SDL emphasizes that value is not created unilaterally by organizations but is generated through a value co-creation process among the actors involved (Vargo & Lusch, 2004). In the context of pesantren education, students and parents act as co-creators of value through their involvement in the educational process and interaction with the institution. A study by Heng et al. (2020) demonstrates that service innovation capability and customer orientation can enhance marketing performance through consumer-centered strategies. This suggests that the SDL approach is relevant for developing more effective, engagement-oriented educational promotion strategies.

Value co-creation becomes essential in explaining why promotional strategies do not always directly impact new student enrollment growth. When promotion does not create opportunities for interaction, dialogue, and active participation from parents and prospective students, its influence on enrollment decisions tends to be weak. Conversely, promotional strategies that encourage collaboration and engagement can increase customer satisfaction and strengthen enrollment decisions. Research in the context of Islamic education shows that co-creation activities significantly enhance customer satisfaction and loyalty (Idwal & Muttaqin, 2025). Therefore, value co-creation is positioned as a mediating mechanism linking promotional strategies and customer satisfaction with student enrollment rates.

Based on the above discussion, this study proposes a conceptual model that examines the influence of promotional strategies and customer satisfaction on student enrollment rates, with value co-creation serving as a mediating variable. This research focuses on Pesantren Ibnu Salam Nurul Fikri in Indonesia, which faces challenges in student growth. The objective of this study is to explain how promotional strategies and customer satisfaction interact through the value co-creation process in influencing enrollment decisions. By integrating Service-Dominant Logic into the analysis of pesantren student recruitment, this research is expected to fill theoretical and empirical gaps in educational marketing literature and provide practical implications for pesantren management.

METHOD

This study employed a cross-sectional survey design with a quantitative approach to examine relationships among variables at a single point in time. The quantitative approach was selected because the study aims to test hypotheses and explain structural relationships objectively based on numerical data. According to Gamage (2025), quantitative research focuses on collecting and analyzing numerical data using mathematical and statistical techniques to produce empirically grounded conclusions with high reliability. The cross-sectional design was considered appropriate as it allows simultaneous measurement of respondents' perceptions regarding promotion strategy, customer satisfaction, value co-creation, and student enrollment rate. Therefore, this study does not aim to establish pure causality but rather to examine structural relationships among variables based on the proposed theoretical model.

The independent variables in this study are promotion strategy and customer satisfaction, while the dependent variable is student enrollment rate. Value co-creation is positioned as a mediating variable linking the influence of promotion strategy and customer satisfaction on student enrollment rate. This approach is used to statistically measure the strength and direction of relationships among variables, as well as to test the mediating role of value co-creation within the Service-Dominant Logic (SDL) framework. The relationships among variables are analyzed objectively to identify both direct and indirect significant effects within the research model.

The research was conducted at Pesantren Ibnu Salam Nurul Fikri Boarding School (NFBS) Serang, located in Cinangka District, Serang Regency. The institution was selected because it is the only boarding school-based pesantren in the area and integrates the national curriculum with Islamic values reinforcement. The population consisted of all parents or guardians of Grade 9 junior high school students and Grade 10 and 11 senior high school students at Pesantren Ibnu Salam Nurul Fikri Serang, totaling 275 individuals. Parents of Grade 10 and 11 senior high school students who were alumni of the same junior high school within the pesantren were included because they have more comprehensive and continuous educational experience, enabling them to provide more mature evaluations of the institution's service quality.

The sampling technique used was a census approach by distributing questionnaires to the entire population of 275 individuals. Of these, 147 valid responses were collected and analyzed, resulting in a response rate of 53.45%. Questionnaires that were not returned or were incomplete were excluded from the analysis. This final sample size is considered adequate for Partial Least Squares Structural Equation Modelling (PLS-SEM), which is relatively tolerant of medium sample sizes and non-normal data distributions.

Data were analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM) with SmartPLS software. PLS-SEM was chosen because it is suitable for predictive and exploratory research and capable of testing complex structural models involving mediating variables. The analysis was conducted in two stages: evaluation of the measurement model to assess construct validity and reliability, and evaluation of the structural model to examine relationships among variables and test research hypotheses. This approach enables simultaneous testing of both direct and indirect effects within a single analytical model.

The research instrument was a structured questionnaire developed by adapting relevant measures from previous studies for each construct. Promotion strategy indicators were designed to measure parents' perceptions of the effectiveness of the pesantren's promotional communication. Customer satisfaction indicators measured parents' satisfaction with educational services, graduate quality, and school reputation. Value co-creation indicators assessed the level of parents' involvement, interaction, and participation in the educational value creation process. Student enrollment rate was measured based on parents' perceptions of intention, recommendation, and enrollment decision. All items were measured using a five-point Likert scale ranging from strongly disagree to strongly agree to ensure consistency and ease in measuring respondents' perceptions.

RESULTS AND DISCUSSION

RESULTS

Validity testing was conducted to determine the extent to which the questionnaire items accurately measure the research variables. Data are considered valid when the obtained responses represent the actual condition of the object under study and do not deviate from the phenomenon being measured.

In this study, instrument validity was assessed using the factor loading criterion, where an indicator is considered valid if it has a loading value greater than 0.50. Prior to the main data collection, a validity test was conducted through a pilot test involving 30 respondents who were outside the characteristics of the research sample. This procedure aimed to ensure that the research instrument was understandable, relevant, and appropriate to the research context.

The results of the validity test for all research variables promotion strategy, customer satisfaction, value co-creation, and student enrollment rate are presented in Table 1.

Table 1. Results of Convergent Validity Test (Factor Loadings)

Variable	Indicator	Factor Loading	Minimum Measurement Value	Description
Promotion Strategy (X1)	Intensity of Promotion	0.783	0.5	Valid
	Message Clarity and Attractiveness	0.789	0.5	Valid
	Event-Based Promotion	0.775	0.5	Valid
	Direct / Offline Promotion	0.777	0.5	Valid
Customer Satisfaction (X2)	Teaching Quality	0.742	0.5	Valid
	Service Reliability	0.656	0.5	Valid
	Administrative Responsiveness	0.753	0.5	Valid
	Academic Service Quality	0.784	0.5	Valid
	Learning Relevance	0.677	0.5	Valid
	Instructional Method Effectiveness	0.697	0.5	Valid
	Word of Mouth Intention	0.747	0.5	Valid
	Emotional Satisfaction / Loyalty	0.773	0.5	Valid
Value Co-Creation (M)	Parental Involvement	0.742	0.5	Valid
	Participation Experience	0.682	0.5	Valid
	Dialogue and Feedback Acceptance	0.798	0.5	Valid
	Responsiveness to Co-Creation	0.821	0.5	Valid
	Personalization of Educational Services	0.750	0.5	Valid
	Adaptive Learning Process	0.733	0.5	Valid
Student Enrollment Rate (Y)	Enrollment Interest	0.831	0.5	Valid
	Enrollment Growth Trend	0.859	0.5	Valid
	Positive Word of Mouth	0.808	0.5	Valid
	Institutional Popularity	0.885	0.5	Valid
	Promotion Effectiveness on Enrollment	0.827	0.5	Valid
	Future Enrollment Expectation	0.873	0.5	Valid

Source: Processed Data, 2026

Reliability testing was conducted to determine the level of consistency and dependability of the measurement instrument in repeatedly measuring the research constructs. An instrument is considered reliable if it produces consistent measurement results when used under the same conditions.

In this study, construct reliability was evaluated using Cronbach's Alpha (CA) and Composite Reliability (CR). A construct is considered reliable if it has Cronbach's Alpha and Composite Reliability values greater than 0.70.

Reliability testing was performed on all research constructs, namely promotion strategy, customer satisfaction, value co-creation, and student enrollment rate. The results of the reliability testing for all constructs are presented in Table 2.

Table 2. Results of Cronbach's Alpha and Composite Reliability Calculation

Variabel	Cronbach's Alpha	Composite Reliability	Description
Promotion Strategy (X1)	0.787	0.862	Reliabel
Customer Satisfaction (X2)	0.874	0.901	Reliabel
Value Co-Creation (M)	0.849	0.888	Reliabel
Student Enrollment Rate (Y)	0.921	0.939	Reliabel

Source: Processed Data, 2026

The results of the validity and reliability testing indicate that all statement items in this research instrument meet the criteria for good measurement and are suitable for further analysis. Based on the validity test, each indicator within every construct has a factor loading value greater than 0.50, indicating that all indicators adequately represent the constructs they measure. Therefore, it can be concluded that the instrument has achieved convergent validity, meaning that each item effectively measures the intended concept.

Furthermore, the reliability test results show that all research constructs have reliability values greater than 0.70. These values were obtained from Cronbach's Alpha and Composite Reliability testing, indicating that the instrument demonstrates good internal consistency. This means that the indicators within each construct are capable of producing stable and consistent measurement results when used under similar conditions. Thus, it can be concluded that all research variables—promotion strategy, customer satisfaction, value co-creation, and student enrollment rate—have met the criteria for validity and reliability, allowing the measurement model to proceed to structural model testing.

The Heterotrait-Monotrait Ratio (HTMT) test was conducted to assess discriminant validity among constructs in the research model, ensuring that each construct is truly distinct and does not overlap with others. Discriminant validity is important to confirm that a construct measures only its intended concept and does not represent another construct within the model. In this study, discriminant validity was evaluated using the HTMT criterion. A construct is considered to have good discriminant validity if the HTMT value between constructs is below the recommended threshold of 0.90. The HTMT test was conducted for all research constructs, including promotion strategy, customer satisfaction, value co-creation, and student enrollment rate. The results of the discriminant validity testing using the HTMT criterion are presented in Table 3.

Table 3. Results of Heterotrait-Monotrait (HTMT) Calculation

Variable	Value Co-Creation (M)	Promotion Strategy (X1)	Customer Satisfaction (X2)	Student Enrollment Rate (Y)
Value Co-Creation (M)				
Promotion Strategy (X1)	0.686			
Customer Satisfaction (X2)	0.890	0.736		
Student Enrollment Rate (Y)	0.823	0.616	0.780	

Source: Processed Data, 2026

Based on the calculation results, all HTMT values between constructs are below the recommended maximum threshold of 0.90. The HTMT value between Promotion Strategy and Value Co-Creation is 0.686, indicating that the two constructs are related within an acceptable range and

can still be empirically distinguished. The HTMT value between Customer Satisfaction and Value Co-Creation is 0.890, which is the highest value in the model; however, it remains below the 0.90 threshold, meaning that discriminant validity is still satisfied.

Furthermore, the HTMT values between Student Enrollment Rate and Value Co-Creation, Promotion Strategy, and Customer Satisfaction are 0.823, 0.616, and 0.780, respectively. These values indicate that the student enrollment rate construct is clearly distinct from the other constructs in the model. Therefore, it can be concluded that all research constructs meet the criteria for discriminant validity, ensuring that each variable measures a different concept and that the measurement model is appropriate for proceeding to structural model analysis.

Subsequently, the Effect Size F-Square (F^2) test was conducted to determine the magnitude of contribution of each independent variable to the dependent variable within the structural (inner) model. The F^2 test not only indicates whether a relationship is significant but also explains the substantive impact of an exogenous construct when included in the model. Thus, F^2 provides additional insight into the importance of a variable in explaining the endogenous construct.

In this study, the Effect Size F-Square (F^2) values were used to evaluate the influence of promotion strategy and customer satisfaction on student enrollment rate, both directly and indirectly through the mediating variable value co-creation. The F^2 assessment criteria follow common PLS-SEM guidelines, where 0.02 indicates a small effect, 0.15 indicates a medium effect, and 0.35 indicates a large effect. If the F^2 value is below 0.02, the influence of the construct can be considered weak or not substantial.

The F^2 test was conducted on all structural relationships in the research model to assess the relative contribution of each construct. The results of the Effect Size F-Square (F^2) calculation for each path between variables are presented in Table 4. The interpretation of these F^2 values provides deeper insight into the strategic role of each variable in influencing student enrollment rates in the pesantren context, particularly within the framework of Service-Dominant Logic and value co-creation.

Table 4. Results of Effect Size F-Square (F^2) Calculation

Variabel	Value Co-Creation (M)	Promotion Strategy (X1)	Customer Satisfaction (X2)	Student Enrollment Rate (Y)
Value Co-Creation (M)				0.184
Promotion Strategy (X1)	0.036			0.012
Customer Satisfaction (X2)	0.691			0.090
Student Enrollment Rate (Y)				

Source: Processed Data, 2026

Based on Table 4, the F^2 value of the influence of Promotion Strategy (X1) on Value Co-Creation (M) is 0.036, which falls into the small effect category. This indicates that promotion strategy has a limited contribution in explaining the variance of value co-creation. Meanwhile, the effect of Customer Satisfaction (X2) on Value Co-Creation (M) has an F^2 value of 0.691, which is categorized as a large effect. This finding indicates that customer satisfaction plays a very strong role in driving the formation of the value co-creation process within the pesantren.

Furthermore, the influence of Value Co-Creation (M) on Student Enrollment Rate (Y) shows an F^2 value of 0.184, which is classified as a medium effect. This means that value co-creation provides a meaningful contribution to increasing student enrollment rates. In contrast, the effect of Promotion Strategy (X1) on Student Enrollment Rate (Y) has an F^2 value of 0.012, which is below the 0.02 threshold and can therefore be categorized as a very small or non-substantial effect. This

finding strengthens the path testing results indicating that promotion strategy does not have a strong direct role in increasing student enrollment.

Overall, the Effect Size F-Square (F^2) results demonstrate that customer satisfaction is the variable with the greatest contribution in the model, particularly in shaping value co-creation, which subsequently plays an important role in increasing student enrollment rates. This finding reinforces the argument that improving student enrollment in pesantren is more effectively achieved through enhancing parental satisfaction and engagement rather than relying solely on promotional strategies.

Subsequently, direct effect hypothesis testing was conducted to determine the causal relationships directly between independent variables and dependent variables in the structural model without involving mediating variables. In PLS-SEM analysis, this testing aims to examine whether the hypothesized structural paths are empirically supported by the data. The main parameters used in testing direct effects include the path coefficient, t-statistic value, and p-value obtained through the bootstrapping procedure.

The decision criteria for direct effect hypothesis testing state that a hypothesis is accepted if the t-statistic value is greater than 1.96 and the p-value is less than 0.05 at a 5% significance level. Conversely, if the t-statistic is less than 1.96 and the p-value is greater than 0.05, the hypothesis is rejected. The path coefficient indicates the direction and strength of the effect, where a positive value signifies a positive relationship and a negative value indicates an inverse relationship. The results of the Direct Effect Hypothesis Testing are presented in Table 5.

Table 5. Results of Direct Effect Hypothesis Testing

	Hypothesis	Path Coeff.	T- Statistik	P- Values	Decision
H1	Promotion Strategy → Student Enrollment Rate.	0.092	1.202	0.229	Rejected
H2	Customer Satisfaction → Student Enrollment Rate.	0.316	3.758	0.000	Accepted
H3	Value Co-Creation → Student Enrollment Rate.	0.433	5.977	0.000	Accepted
H4	Promotion Strategy → Value Co-Creation →	0.153	2.447	0.014	Accepted
H5	Customer Satisfaction → Value Co-Creation →	0.667	12.258	0.000	Accepted

Source: Processed Data, 2026

The results of the hypothesis testing indicate that promotion strategy does not have a significant direct effect on student enrollment rate. In contrast, customer satisfaction and value co-creation have been proven to exert a positive and significant influence on student enrollment rate. Furthermore, value co-creation functions as a mediating variable, whereby promotion strategy and customer satisfaction can indirectly affect student enrollment rate through the process of value creation. These findings confirm that increasing student enrollment is more effectively achieved through enhancing parental satisfaction and active engagement rather than relying solely on promotional activities.

Indirect effect hypothesis testing was conducted to examine the mediating role of value co-creation in linking independent variables and the dependent variable. This test aims to determine whether promotion strategy and customer satisfaction influence student enrollment rate through the value co-creation process. In PLS-SEM analysis, an indirect effect is considered significant if the t-statistic value is greater than 1.96 and the p-value is less than 0.05. The results of this analysis provide insight into the mechanism through which a variable exerts its influence indirectly via the

mediating variable within the research model. The results of the Indirect Effect Hypothesis Testing are presented in Table 6.

Table 5. Results of Indirect Effect Hypothesis Testing

Hypothesis	Path Coeff.	P-Values Direct	P-Values Indirect	Decision
H6 a) Promotion Strategy → Value Co-Creation	0.153	0.014		paths a and b are significant, path c is not significant, and the indirect effect is significant, then Value Co-Creation fully mediates the relationship between Promotion Strategy and Student Enrollment Rate.
b) Value Co-Creation → Student Enrollment Rate.	0.433	0.000	0.021	
c) Promotion Strategy → Student Enrollment Rate.	0.092	0.229		
H7 a) Customer Satisfaction → Value Co-Creation →	0.667	0.000		paths a, b, and c are all significant, and the indirect effect is also significant, then Value Co-Creation acts as a partial mediator in the relationship between Customer Satisfaction and Student Enrollment Rate.
b) Customer Satisfaction → Student Enrollment Rate.	0.316	0.000	0.000	
c) Value Co-Creation → Student Enrollment Rate.	0.433	0.000		

Source: Processed Data, 2026

The results indicate that value co-creation fully mediates the relationship between promotion strategy and student enrollment rate, as the direct effect of promotion strategy on enrollment is not significant, while the indirect effect through value co-creation is significant. Meanwhile, value co-creation acts as a partial mediator in the relationship between customer satisfaction and student enrollment rate, since both the direct and indirect effects are significant. These findings highlight the crucial role of value co-creation in explaining the mechanism through which promotion strategy and customer satisfaction influence student enrollment rates.

DISCUSSION

The Effect of Promotion Strategy on Student Enrollment Rate

The results indicate that promotion strategy has a positive but not significant effect on student enrollment rate (coefficient = 0.092; $p = 0.229$). This finding suggests that although promotional activities are implemented, their influence on new student enrollment decisions remains relatively weak. This condition can be explained through the perspective of Service-Dominant Logic (SDL), which emphasizes that value is not created through one-way communication, but through interaction and active engagement between service providers and customers (Vargo & Lusch, 2004).

In the context of pesantren education, informative and persuasive promotional efforts alone may not be sufficient to influence parents' decisions. As primary customers, parents tend to consider actual experiences, institutional reputation, and long-term trust rather than mere promotional exposure. This finding aligns with the view that promotion without meaningful

interaction has limited impact on decision-making behavior (Yusuf & Maula, 2022). Therefore, promotion in Islamic educational institutions serves as an initial facilitator but not the primary determinant of enrollment growth.

The Effect of Customer Satisfaction on Student Enrollment Rate

In contrast to promotion strategy, customer satisfaction has a positive and significant effect on student enrollment rate (coefficient = 0.316; $p < 0.001$). This result confirms that parents' satisfaction with educational services plays a crucial role in encouraging new student enrollment decisions. The finding is consistent with Expectancy-Disconfirmation Theory, which states that satisfaction arises when service performance meets or exceeds customer expectations, thereby influencing subsequent behavioral intentions (Oliver, 1980).

Within the pesantren context, parental satisfaction is shaped by teaching quality, academic services, school communication, and the alignment of educational values with family expectations. Satisfied parents are more likely to provide positive recommendations and strengthen the school's reputation through word of mouth. This is consistent with Relationship Marketing theory, which emphasizes satisfaction as the foundation of long-term trust and commitment (Morgan & Hunt, 1994). Thus, customer satisfaction functions as a key driver of student enrollment growth.

The Effect of Value Co-Creation on Student Enrollment Rate

The findings show that value co-creation has the strongest and most significant influence on student enrollment rate (coefficient = 0.433; $p < 0.001$). This supports the core principle of SDL, which asserts that value is jointly created through interaction, dialogue, and collaboration between institutions and customers. In the pesantren context, active parental involvement in school forums, feedback processes, and educational programs fosters a stronger sense of ownership and trust toward the institution.

Value co-creation enables parents to act not only as service recipients but also as strategic partners in the educational process. Previous studies in educational contexts indicate that customer involvement in value creation enhances satisfaction, loyalty, and positive behavioral intentions (Janjua & Ramay, 2020). Therefore, the strong influence of value co-creation on enrollment suggests that student enrollment decisions are heavily shaped by the quality of relationships and interactions established between the school and parents.

The Mediating Role of Value Co-Creation

The results demonstrate that value co-creation fully mediates the relationship between promotion strategy and student enrollment rate and partially mediates the relationship between customer satisfaction and student enrollment rate. Full mediation in the promotion pathway indicates that promotional activities will only impact enrollment when they foster parental engagement and collaboration. Without a co-creation process, promotion tends to be ineffective in influencing enrollment decisions.

Meanwhile, partial mediation in the customer satisfaction pathway indicates that parental satisfaction still has a direct effect on enrollment, but its impact becomes stronger when channeled through value co-creation. This suggests that satisfaction accompanied by active engagement generates greater influence compared to passive satisfaction alone. These findings are consistent with SDL, which emphasizes interaction as the primary mechanism of value creation and customer behavioral outcomes.

CONCLUSION

This study examined the influence of promotion strategy and customer satisfaction on student enrollment rate, with value co-creation as a mediating variable at Pesantren Ibnu Salam Nurul Fikri Serang. The research was motivated by the phenomenon of stagnant new student growth despite ongoing promotional activities conducted by the institution. The findings reveal that

promotion strategy does not have a significant direct effect on student enrollment rate. This indicates that conventional, one-way, informative promotional efforts are not sufficiently effective in encouraging enrollment decisions. Therefore, the current promotional strategies require evaluation and adjustment to better align with the needs and expectations of parents as the primary decision-makers.

In contrast, customer satisfaction has a positive and significant influence on student enrollment rate. Parents who are satisfied with the quality of educational services, learning processes, and school communication tend to develop higher trust in the institution. Moreover, value co-creation demonstrates the strongest positive influence on student enrollment rate and plays a crucial mediating role in the research model. It fully mediates the relationship between promotion strategy and student enrollment rate and partially mediates the relationship between customer satisfaction and student enrollment rate. These findings confirm that promotion and customer satisfaction generate more optimal outcomes when accompanied by active parental involvement in the educational value creation process.

Theoretically, this study reinforces the application of Service-Dominant Logic (SDL) within the context of pesantren educational marketing. The results emphasize that educational value is not created solely by the institution but emerges through interaction and collaboration between the pesantren and parents. Such interaction becomes the primary source of perception formation, trust development, and enrollment decisions. Practically, pesantren are advised to prioritize enhancing parental satisfaction as the main customers of educational services. Additionally, institutions should actively foster value co-creation practices through open communication, parental participation, and the provision of meaningful educational experiences to support sustainable student enrollment growth.

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