



The Effect of Marketing Mix on Loyalty Through Parent Satisfaction at Private Islamic Full-Day Schools

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Abstract

Purpose: This study examines the effect of the service marketing mix (7Ps)—product, price, place, promotion, people, process, and physical evidence—on guardian satisfaction and loyalty in private full-day Islamic junior high schools in Surabaya, with satisfaction as a mediating variable.

Research Methodology: A quantitative causal associative design was employed. The study involved 384 student guardians selected using proportionate stratified random sampling. Data were collected through a structured Likert-scale questionnaire and analyzed using path analysis and the Sobel test to assess direct and indirect relationships among variables.

Results: The findings indicate that all 7P marketing mix variables have a positive and significant effect on guardian satisfaction. In addition, all marketing mix variables significantly influence guardian loyalty both directly and indirectly through satisfaction. Satisfaction is proven to play a significant mediating role in strengthening the relationship between the marketing mix and loyalty.

Conclusions: The study concludes that an integrated implementation of the 7P marketing mix significantly enhances guardian satisfaction and loyalty. Satisfaction acts as a key mechanism that strengthens the effect of marketing strategies on long-term loyalty in Islamic educational institutions.

Limitations: This study is limited to a single geographic context, namely private Islamic full-day junior high schools in Surabaya, and uses cross-sectional self-reported data, which may limit generalizability and causal inference.

Contribution: This study contributes to the extension of the 7P marketing mix theory in Islamic education and highlights the mediating role of satisfaction in building loyalty. It also provides practical implications for improving service quality and integrating Islamic values (akhlaqul karimah) to enhance guardian loyalty.

Keywords: *Marketing Mix, Satisfaction, Loyalty, Islamic Education, Service Quality*

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1. Introduction

Education is the main foundation for building civilizations and national progress. A high-quality and competitive society is born from a quality education system that is focused on and in line with the demands of the times (Hamka et al., 2024; Jahantab, 2021). In Indonesia, there is a growing recognition

of the significance of education, which aligns with the swift expansion of educational institutions in the country (Putra, 2019). These institutions present diverse concepts, including public and private schools, as well as those focused on nature, technology, and religion. Competition between educational institutions is also becoming more intense, especially in urban areas such as Surabaya, which is one of Indonesia's educational centers (Herdiyanti et al., 2025; Liu & Huang, 2023).

In the context of Islamic education, especially at the private junior high school level with a full-day school system, competition has become increasingly complex. Islamic schools compete with public schools and other Islamic schools for public trust (Golam & Kusakabe, 2020; Rosidin & Hasyim, 2023; Uyuni & Adnan, 2020). Surabaya, a large city with a significant number of private junior high schools, presents serious challenges. Data from the East Java Central Statistics Agency (BPS, 2022) showed that there were 257 private junior high schools in Surabaya, but the student enrollment rate was only around 40–60%. This 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 to attract students (Pratama & Sugiarto, 2023; Rosidin & Hasyim, 2023). Many schools still rely on traditional approaches (the 4Ps: product, price, place, and 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, and physical evidence) (Booms & Bitner, 1981; Kotler & Keller, 2016). This approach emphasizes not only the educational product itself, but also aspects of service, quality of interaction, and physical evidence that can increase parents' trust (Azizi et al., 2023).

In the world of education, especially in 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 school but also have the potential to recommend the school to relatives or other community members. Thus, satisfaction is a key factor that can increase loyalty (Oliver, 1999). This loyalty is important to ensure the sustainability of educational institutions, given that school operating costs are highly dependent on student numbers.

Furthermore, guardians' loyalty is not only determined by academic aspects but also by the extent to which the school meets 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 dimensions. Therefore, the application of an Islamic value-based marketing mix is relevant and strategic (Liana et al., 2016; Munir, 2018).

Several previous studies, such as Liana et al. (2016), Margaret 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 all seven elements of the marketing mix (Brkanlić et al., 2020; Othman et al., 2021). 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 (Azhar et al., 2019).

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.

2. Literature Review

2.1 Marketing Mix Strategy (7Ps)

The marketing mix strategy is a fundamental framework in marketing management used to influence customer behavior and create value. Initially introduced as the 4Ps (product, price, place, and promotion), the concept was later expanded by [Booms and Bitner \(1981\)](#) to include people, process, and physical evidence, forming the 7Ps marketing mix, which is more suitable for service-based industries ([Booms & Bitner, 1981](#); [Kotler & Keller, 2016](#)). In the education sector, the 7Ps marketing mix plays a crucial role in shaping stakeholder perceptions, particularly parents or guardians as primary decision-makers. Previous studies confirm that the integration of all seven elements significantly contributes to improving satisfaction and behavioral intention in service organizations ([Christianti & Hasanah, 2025](#)). Recent literature also highlights that organizations that effectively manage the 7Ps tend to achieve higher customer engagement and loyalty through improved service quality and communication strategies ([Syapsan, 2019](#)).

2.2 Customer Satisfaction in Service Context

Customer satisfaction is defined as the evaluation of a product or service based on the extent to which it meets or exceeds customer expectations ([Fatiha et al., 2025](#); [Qurani & Mulyono, 2025](#)). According to the Expectation-Disconfirmation Theory (EDT), satisfaction arises when perceived performance matches or surpasses expectations, while dissatisfaction occurs when performance falls short ([Riswanda & Millanyani, 2025](#); [Yansah et al., 2025](#)). In service industries, satisfaction is considered a key determinant of long-term customer relationships and loyalty. [Chen et al. \(2023\)](#) and [Ngaliman et al. \(2024\)](#) emphasize that satisfaction reflects cumulative service experiences, including functional, emotional, and relational aspects. In educational institutions, satisfaction is strongly influenced by service quality, communication, and institutional values, particularly in Islamic schools where moral and character education is highly valued ([Amegayibor & Korankye, 2022](#)).

2.3 Relationship between Marketing Mix and Satisfaction

Empirical studies consistently show that the 7Ps marketing mix significantly influences customer satisfaction. Research in various service sectors, including education, banking, and retail, indicates that product quality, pricing fairness, accessibility, and interpersonal interactions positively affect satisfaction levels ([Borishade et al., 2021](#); [Saidani & Sudiarditha, 2019](#)). In the context of Islamic education, satisfaction is not only determined by academic performance but also by the integration of moral and religious values such as *akhlakul karimah*. This dimension strengthens emotional attachment between parents and schools, thereby increasing perceived value and trust ([Baidun et al., 2022](#); [Handayani et al., 2021](#)).

2.4 Satisfaction and Loyalty Relationship

Customer satisfaction is widely recognized as a key predictor of loyalty. Satisfied customers are more likely to repurchase and recommend services to others. In educational settings, satisfaction acts as a mediating variable that strengthens the relationship between service quality and loyalty ([Ahrholdt et al., 2019](#); [Chikazhe et al., 2021](#); [Ghorbanzadeh & Rahehagh, 2021](#)). Previous studies confirm that higher satisfaction leads to increased loyalty behavior, including continued enrollment, positive word-of-mouth, and institutional advocacy ([Liana et al., 2016](#); [Munir, 2018](#)). Therefore, satisfaction plays a central role in transforming marketing efforts into long-term relational outcomes ([Thakur, 2019](#)).

3. Methodology

3.1 Research Design

This study used 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 test hypotheses based on existing theories (Sugiyono, 2019).

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

3.2 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 2023 Surabaya City Principals' Working Meeting (MKKS), there are 12 private full-day Islamic junior high schools with A, B, and C accreditation statuses. The total number of guardians in these schools is 1,304.
2. **Research Sample** Referring to the Slovin formula with a 5% margin of error, the representative sample size of the population was 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 accreditations A, B, and C).

Table 1. Distribution of the Population and Research Sample

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

Table 1 shows the distribution of the population and sample of 1,304 guardians from 12 private full-day Islamic junior high schools in Surabaya. Using the Slovin formula, 384 respondents were selected through proportionate stratified random sampling based on school accreditation (A, B, and C). This ensures that all accreditation strata are proportionally represented in the sample, making the results more representative of the population.

3.3 Types and Sources of Data

1. **Primary Data** Play data were obtained by distributing questionnaires to the parents of students at 12 private full-day Islamic schools in Surabaya.
2. **Secondary Data** Supporting data were obtained from the Surabaya MKKS report, school accreditation data, education statistics from BPS, and literature and previous studies.

3.4 Data Collection Techniques

Data collection was performed 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 the indicators of each research variable. Before use, the instrument was tested for its validity and reliability.

3.5 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, and graduate achievements.
- b. Price (X2): affordability and cost-quality ratio. Indicators: registration fees, tuition fees, transparency, and scholarships.
- c. Location (X3): school location and accessibility to it. Indicators: Islamic environment, transportation, and security.
- d. Promotion (X4): School communication strategies. Indicators: social media, brochures, testimonials, and community involvement.
- e. People (X5): quality of human resources in schools. Indicators: teachers competence, Islamic attitude of staff, relationship with parents.
- f. Process (X6): Educational process flow. Indicators: structured learning, Islamic routines, and responsiveness to complaints.
- g. Physical Evidence (X7): Educational facilities and infrastructure. Indicators: buildings, classrooms, laboratories, and Islamic uniforms.

2. Mediation Variables (Z)

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

3. Dependent Variable (Y)

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

3.6 Data Analysis Techniques

Data analysis was conducted in several stages.

1. Validity Test

Pearson's correlation was used to ensure that each indicator was valid.

2. Reliability Test

Cronbach's alpha was used. The instrument is reliable if $\alpha > 0.70$.

3. Classical Assumption Test

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

4. Path Analysis

Used to analyze the direct and indirect effects of variables.

5. Hypothesis Testing Uses t-tests and F-tests to determine the significance of the effects. It was used to test the role of satisfaction as a mediating variable between the marketing mix and loyalty.

3.7 Research Ethics

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

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

3.8 Overview of Research Object

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

4. Results and Discussion

4.1 Results

4.1.1 Validity and Reliability Test Results

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

4.1.2 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).

4.1.3 Autocorrelation Test Results

Using the Durbin-Watson method, the results are as follows:

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

4.1.4 Heteroscedasticity Test Results

The Glejser test shows that all variables have a significance value > 0.05 ; therefore, it can be concluded that there are no symptoms of heteroscedasticity in either regression model.

4.1.5 Normality Test Results

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

4.1.6 Linearity Test Results

The ANOVA test shows the following F-results:

1. Regression 1 (against satisfaction): $F = 208.467 (> F_{table} = 1.75)$
2. Regression 2 (against loyalty): $F = 72.443 (> F_{table} = 1.67)$

Both linear regression models were valid for use in the analysis.

4.1.7 Descriptive Statistics Results

Table 2. Descriptive Statistics Results

No	Hypothesis	Independent Variable → 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

Based on Table 2, all variables have an average value between 4.1120–4.4063, with a standard deviation of < 1, indicating that the data are homogeneous and consistent. The highest value was on a scale of five.

4.1.8 Hypothesis Test Results

Hypothesis testing was conducted using 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 loyalty (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):

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

4.1.9 Correlation Test Results

A Pearson Correlation test was performed. The results show a strong to very strong relationship between the 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

Table 3 shows that all variables have strong to very strong correlations with satisfaction (Z). Price (0.858) and promotion (0.801) show the highest correlations, indicating their strong influence on satisfaction. Overall, all variables demonstrate positive and strong relationships, confirming their relevance in the model.

4.1.10 Intervening Test Results (Sobel Test)

The intervening variable test using the Sobel test determines whether there is an influence between variables through an intervening variable that can significantly mediate the relationship (Assagaf2021).

1. Product

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

4.2 Discussion

4.2.1 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 significantly affected the satisfaction of the guardians of the students (Sig. $0.000 < 0.05$; coefficient 0.334). The educational products referred to include student behavior, morals, cleanliness, good attitudes, 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 of guardian satisfaction. In line with [Kotler and Keller \(2016\)](#), products are the main determinants of customer perception. Previous studies ([Saidani & Sudiarditha, 2019](#)) also reinforce that *akhlaqul karimah* is an important indicator of satisfaction with Islamic education.

4.2.2 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 and tuition fees are considered appropriate for the quality of services received. The more fair, transparent, and competitive the price, the higher the parents' satisfaction. This is consistent with customer value theory ([Oliver, 1999](#)) and [Ahrholdt et al. \(2019\)](#)'s research, which shows that the perception of fair prices increases loyalty. This implies that schools need to establish a clear cost structure, communicate the benefits, and maintain affordability to keep satisfaction high.

4.2.3 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). The dominant factors were strategic location, clean environment, adequate facilities, and security. Guardians rated easy access, a comfortable atmosphere, and complete facilities as increasing satisfaction. This is in line with the service distribution theory ([Kotler & Keller, 2016](#))'s research, which emphasizes the importance of school location. Schools must ensure accessibility, cleanliness, and comfort so that guardians' experiences remain positive.

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

Promotion significantly affects 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 and Keller \(2016\)](#) and [Thakur \(2019\)](#)'s research that effective promotion drives satisfaction and loyalty.

4.2.5 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 for students.

Previous studies ([Rosidin & Hasyim, 2023](#)) 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 parents' trust.

Thus, high-quality interpersonal interactions play a major role in shaping parents' positive experiences. This implies that schools need to improve the quality of personal services, communication, and attention to the needs of parents to increase satisfaction.

4.2.6 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 the 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 supporting consistent routines, the formation of discipline, and responsibility. A well-managed process improves parents' perceptions of the school's stability and quality. In addition, a balanced learning rest schedule maintains students' health (Pratama & Sugiarto, 2023). This implies 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.

4.2.7 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 was not a significant 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. Liana et al. (2016) confirm that parents pay more attention to the quality of teachers, curriculum, and interpersonal relationships than to promotional media or physical facilities. Websites and brochures are important for image, but word-of-mouth recommendations have a greater influence on customer satisfaction. This implies that schools still need to maintain facilities and visual images, but the main focus should be on improving interaction and quality learning processes.

4.2.8 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 had 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. Azizi et al. (2023) show that Islamic character education strengthens parental commitment. Loyalty is reflected in pride, positive recommendations, and the intention to not transfer children to other schools. In other words, consistent Islamic education product quality is the factor that makes guardians loyal and supportive of the school in the long term.

4.2.9 Hypothesis 9: Price has a direct and significant effect on the loyalty of guardians of students enrolled in 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, affordability, and competitiveness increase guardians' satisfaction and commitment. Liana et al. (2016) and Sayidah et al. (2018) support the notion that reasonable and competitive costs influence parental loyalty. Affordability makes guardians feel safe, while prices that match the facilities foster a sense of pride and encourage positive recommendations to others. This implies that schools must establish a fair, transparent, and competitive fee structure to keep guardians loyal and prevent them from transferring to other schools.

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

The results of the analysis 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 to sending their children to school. A clean environment provides comfort and a sense of security. Complete facilities, such as classrooms, libraries, laboratories, places of worship, and sports facilities, reinforce perceptions of school quality (Munir, 2018). A safe and inspiring environment increases students' focus and engagement (Borishade et al., 2021). Another impact is the growth of pride among guardians, which encourages positive recommendations to others (Syapsan, 2019). Thus, place plays an important role in shaping loyalty through a sense of comfort, pride, and recommendations from guardians.

4.2.11 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 had 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 guardians' trust (Kotler & Keller, 2016). Community-based strategies have also been proven to build emotional closeness among people (Hamka et al., 2024). Consistent promotion increases guardians' pride, encourages recommendations, and strengthens their commitment (Margaret et al., 2018). In addition to promotion, good facility support strengthens satisfaction, which leads to loyalty. This study confirms the importance of integrated promotion supported by quality educational services in creating long-term loyalty (Kotler & Keller, 2016).

4.2.12 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 was relatively small. The principal, teachers, staff, and school community play key roles in building positive relationships with guardians. Effective leadership, competent and communicative teachers, and appreciation of achievements motivate the school community (Rosidin & Hasyim, 2023; Syapsan, 2019). These factors create satisfaction that impacts loyalty (Christianti & Hasanah, 2025; Yansah et al., 2025). Guardians feel proud, are reluctant to transfer their children, and are willing to recommend schools. Although its contribution is small compared to other factors, good personal interaction has been proven to strengthen long-term relationships.

4.2.13 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

This process had a significant effect on loyalty (Sig. 0.019 < 0.05; coefficient 0.086). A structured schedule and routine management reflect the school's professionalism, foster satisfaction, and increase loyalty (Elgarhy & Mohamed, 2023). Consistent routines provide a sense of security and increase trust. Parents feel proud and comfortable recommending the school because they see the quality of the process (Munir, 2018; Pratama & Sugiarto, 2023). Conversely, if the process is poorly managed, the potential for loyalty may decline. Therefore, process management must be viewed as a pillar of the educational marketing strategy, on par with promotion and service quality (Kotler & Keller, 2016).

4.2.14 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 was not always positive. The school environment, facilities, brochures, and websites create a first impression but do not always increase loyalty. Guardians tend to have high expectations; if the facilities do not meet

these expectations, loyalty may decline (Amegayibor & Korankye, 2022). Brochures and websites play a role in image, but their impact is limited. Word-of-mouth recommendations have a stronger influence on guardians' decisions. Thus, physical evidence must be managed to align with expectations. Otherwise, facility improvements will not be proportional to the resulting loyalty (Baidun et al., 2022).

4.2.15 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 (Rosidin & Hasyim, 2023). Satisfaction is influenced by service quality, emotional factors, and price (Brkanlić et al., 2020; Qurani & Mulyono, 2025). Satisfied consumers will return to use the service and provide positive recommendations (Borishade et al., 2021). These findings confirm that satisfaction is the primary predictor of loyalty. Therefore, improving the quality of educational services must be a priority so that schools can maintain guardians' trust and loyalty in the long term.

5. Conclusions

This study concludes that all elements of the marketing mix (7Ps)—product, price, place, promotion, people, process, and physical evidence—have a positive and significant effect on guardian satisfaction at private Islamic full-day junior high schools in Surabaya. Furthermore, guardian satisfaction has a positive and significant effect on loyalty and serves as an intervening variable that strengthens the relationship between the marketing mix and guardian loyalty. These findings indicate that improving the quality of educational services through an integrated marketing mix enhances both guardian satisfaction and long-term loyalty. In addition, the inclusion of *akhlaqul karimah* as an indicator of the product variable represents the novelty of this study, highlighting that Islamic character development is a key factor in creating guardian satisfaction and fostering sustained loyalty toward Islamic full-day schools.

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Author Contributions

FA contributed to conceptualization, methodology design, data analysis, and manuscript writing. NS contributed to supervision, validation, and critical revision of the manuscript. SS contributed to methodology refinement and data interpretation. SM contributed to data collection coordination and validation. SK contributed to literature review and theoretical framework development. AA contributed to statistical analysis and result interpretation. SR contributed to data processing and discussion development. EH contributed to manuscript editing, formatting, and final approval of the article.

Conflicts of Interest

The authors declare that there are no conflicts of interest that could have influenced, or be perceived to have influenced, the research presented in this article. This study was conducted in an objective and

independent manner, and no financial, commercial, or personal relationships exist that may constitute a potential conflict of interest in relation to the design, implementation, analysis, interpretation, or publication of the findings.

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