



The Influence of Customer Experience, Service Quality, and Customer Satisfaction on Parental Choice of Splus Education

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Abstract This study aims to examine the influence of *customer experience* and *service quality* on parents' decisions in choosing tutoring institutions, mediated by *customer satisfaction* at Splus Education in West Jakarta. The research method used is quantitative, with a causal study approach to test the causal relationship between variables. The variables used are *customer experience* and *service quality* as independent variables, *customer satisfaction* as the mediating variable, and parents' decisions as the dependent variable. The measurement scale employed is an interval scale using the Likert scale method. The population consists of parents who registered their children at Splus Education in West Jakarta, with a sample size of 90 respondents. The data analysis technique uses PLS-SEM with the Smart PLS 4.4.4 tool. The results indicate that *customer experience* has a positive effect on parents' decisions mediated by *customer satisfaction*. Meanwhile, *service quality* has a positive and significant effect on parents' decisions mediated by *customer satisfaction*. *Customer experience* significantly influences *customer satisfaction*, *service quality* significantly influences *customer satisfaction*, and *customer satisfaction* significantly influences parents' decisions. However, *customer experience* does not significantly influence parents' decisions directly.

Keywords: customer experience; service quality; customer satisfaction; parents' decisions; tutoring

Introduction

Education is a fundamental foundation in the development of quality human resources and is the main key to the progress of a nation. Aditya et al. (2023) stated that education is an effort to improve the quality of human resources needed for the progress of the country, with the main goal of being a medium in implementing potential development and to make future generations proud. This is reflected in the 1945 Constitution on the right to education listed in Article 28C Paragraph 1 and Article 28E Paragraph 1, which affirms that education is a right that must be preserved by all Indonesian citizens without discrimination (Lemon & Verhoef, 2016; Li & Suomi, 2022; Mahmood et al., 2018; Mendes et al. 2023).

Globally, the education industry is facing a significant transformation with increasing competition between educational institutions, both formal and non-formal. This competition does not only occur at the level of formal educational institutions such as schools and universities but also extends to the non-formal education sector, including tutoring institutions. This phenomenon is driven by parents' increasing awareness of the importance of additional education to optimize their children's academic achievement. In a global context, the tutoring industry has evolved into a highly competitive business sector, where consumer decisions are no longer based solely on price factors but also on the quality of service, *customer experience*, and satisfaction levels obtained.

Ki Hajar Dewantara, as an Indonesian national education figure known as the Father of National Education, introduced the concept of the *Tri Center* of Education, which includes three types of education, namely formal (school), non-formal (outside school), and informal (family). These three components have complementary roles in developing the potential of students optimally. According to Law No. 20 of 2003 on the National Education System, non-formal education is carried out through various channels such as individual instruction, Sunday school, courses, seminars, and workshops that are structured but more flexible than formal education.

One form of non-formal education that is experiencing rapid growth is tutoring institutions. Tutoring is an institution that provides learning and additional materials for children who need to deepen school materials or have difficulty understanding certain lessons. This institution is supported by teaching staff who are experienced in teaching school children with various learning methods that are tailored to the individual needs of students. The existence of tutoring institutions is increasingly important in supporting the achievement of students' academic success, especially in the face of various exams and academic competitions that are becoming increasingly competitive.

In West Jakarta, the competition between tutoring institutions is intense, with various institutions offering diverse programs and services. Based on the competition diagram of tutoring in West Jakarta, it can be seen that Ganesha Operation dominates the market with excellent reviews from various branches, while several other institutions are still struggling to improve their competitive position. In this context, Splus Education occupies the sixth position, which shows that the institution still faces significant challenges in competing with other more established tutoring institutions in West Jakarta.

Splus Education is a tutoring institution that was established in 2012 and has been known by the community in the West Jakarta area since 2014. This institution serves students from various levels of education, ranging from kindergarten to high school, with the activity center located at TSS, South Duri. Along with the increasing popularity and number of students, Splus Education expanded by opening a new branch in Lima Bridge, West Jakarta, in 2022. The majority of students studying at Splus Education come from well-known private schools, with nearly 80% of students coming from bilingual *Bunda Mulia* (national plus) schools. In addition to tutoring services, in May 2023, Splus Education also developed a Chinese language course service named *Nuan Yu*, demonstrating the institution's commitment to continue to innovate in providing comprehensive educational services.

Parents' decision in choosing a tutoring institution plays a very crucial role in determining the quality of learning that their children will receive. Haryanto and Abao (2014) emphasized that education for a child cannot be separated from the socioeconomic status of his parents, where the economic situation and social status of the parents have a significant impact on the development of the child, especially in terms of learning. The level of decision-making by the student's parents does not only depend on the quality of the teaching and learning process but is also influenced by the student's overall experience as a tutoring customer, the quality of the service provided, and the level of satisfaction felt during the learning process.

In a more specific context, Putri et al. (2024) explain that the lifestyle of both students and parents is an important component in the decision-making process when choosing educational services. Preferences, values, and daily habits also influence the selection of a

particular tutoring institution. For example, in the case of parents who have a busy schedule of activities, they tend to choose educational institutions that offer flexibility of time and services that can accommodate their specific needs. This shows that factors such as *customer experience*, *service quality*, and *customer satisfaction* are important determinants in the decision-making process.

However, Splus Education faces various operational challenges that can affect the *customer experience* and *service quality* provided. One of the main problems is the occurrence of overload in the learning class, where the number of students who should be limited to 4–5 people per class is often exceeded because many students arrive earlier than the specified schedule. This condition causes teachers to be overwhelmed in teaching and makes the learning atmosphere uncondusive, causing complaints from students' parents. In addition, the coupon system as a form of appreciation for student achievement is also considered less than optimal, because it only applies during the Mid-Semester Exam and Final Semester Exam, so it lacks continuous learning motivation.

Another problem faced is the delay in providing practice questions and modules because the typing process by the admin takes quite a long time, resulting in teachers and students having to wait during the learning process in the classroom. To overcome this, teachers took the initiative by making manual practice questions through handwriting so that learning could take place more effectively. Furthermore, every year Splus Education experiences an increase in the number of students but does not add adequate teaching staff, so many students feel that they do not receive optimal attention, and many parents submit complaints about this problem.

The urgency of this research arises from the fact that although Splus Education has been operating for more than a decade and has a fairly good reputation among certain private schools, the institution still faces challenges in increasing its competitiveness in the West Jakarta tutoring market. The low retention rate of students, which is characterized by the large number of students who choose not to continue the learning process at Splus Education in the following years, is an indicator that there are certain aspects of *customer experience* and *service quality* that need to be evaluated and improved. The relatively small increase in the number of new students every year, which is only around 3 to 4 people, also shows that the marketing strategy and quality of services provided are not optimal in attracting the interest of new potential customers.

Several previous studies have explored the relationship between *customer experience*, *service quality*, *customer satisfaction*, and consumer decisions in various contexts. Herman (2022), in his research entitled "Impact of Service Quality on Customer Satisfaction: A Case Study in Educational Institutions," found that *service quality* has a positive relationship with student satisfaction, where the higher the quality of service, the higher the *customer satisfaction*. Sidikoh (2024), in his research on "The Influence of Learning Model Quality and Price on Parents' Decisions to Choose Their Children's School," shows that product quality and price have a positive effect on parents' buying interest and decisions, which means that the higher the quality of the product that parents get, the higher the level of interest and decision of students' parents.

Research by Putri et al. (2024) on "The Influence of *Customer Experience* on *Customer Satisfaction* at SD Kristen Pasundan Purwakarta" shows that the pre-purchase, purchase, and post-purchase stages partially have a positive and significant effect on *customer satisfaction*. Meanwhile, Ambiya and Suhaemi (2023), in their research, concluded that *service quality*,

learning quality, and word of mouth had a partial and simultaneous effect on the decision of parents to choose SD Negeri Tunggak. Tjahjaningsih and Widyasari (2020), in their study on "The Effect of *Customer Experience* and *Service Quality* on Satisfaction in Increasing Loyalty," found that *customer experience* and *service quality* effectively increase *customer satisfaction* to build customer loyalty.

Although various studies have been conducted to explore the relationship between these variables, there are still research gaps that need to be filled, especially in the context of tutoring institutions in Indonesia. Most previous research has focused on formal educational institutions such as schools and universities or on other service industries. Research that specifically explores the dynamics of *customer experience*, *service quality*, *customer satisfaction*, and student parent decisions in the context of tutoring institutions is still limited. In addition, research that uses *customer satisfaction* as a mediating variable in the relationship between *customer experience* and *service quality* on students' parents' decisions in choosing tutoring institutions has not been widely conducted, especially using specific case studies such as Splus Education.

The novelty of this research lies in several aspects. First, this study specifically explores the dynamics of *customer experience* and *service quality* in the context of private tutoring institutions in West Jakarta, which is a market segment that has unique characteristics compared to formal educational institutions. Second, this study uses a mediation approach with *customer satisfaction* as an intermediate variable, which provides a more comprehensive understanding of psychological mechanisms and consumer behavior in the decision-making process. Third, this study uses a case study of Splus Education, which has special characteristics with the majority of students coming from quality private schools, thus providing insight into consumer behavior in the upper secondary segment. Fourth, this study uses the PLS-SEM methodology, which allows for a more robust analysis of the complex relationships between variables.

To address the research gap, this study analyzes and empirically tests the influence of *customer experience* and *service quality* on parents' decisions in choosing a tutoring institution, with *customer satisfaction* as a mediating variable at Splus Education Tutoring in West Jakarta. Theoretically, this research contributes to the development of consumer behavior studies in non-formal education by examining the mediating role of *customer satisfaction*, while practically, it provides strategic insights for tutoring institutions to enhance *service quality* and *customer experience* in order to increase loyalty and competitiveness. Furthermore, the findings are expected to serve as a reference for policymakers and regulators in designing supportive policies for the non-formal education sector and, from a social perspective, to improve the overall quality of education services in Indonesia by strengthening parental trust and decision-making in tutoring institutions.

Method

This study uses a quantitative approach to analyze data objectively and measurably, with the aim of testing the hypotheses that have been formulated previously. The research design employs a causal study that examines the cause-and-effect relationship between variables.

The subject of the study is parents who register their children to participate in Splus Education tutoring in West Jakarta. The research objects include *customer experience*, *service quality*, *customer satisfaction*, and students' parents' decisions.

The research variables consist of *customer experience* and *service quality* as independent variables, students' parents' decisions as the dependent variable, and *customer satisfaction* as the mediating variable. *Customer experience* was measured using five indicators based on Schmitt and Zarantonello (2014); *service quality* was measured by five indicators based on Parasuraman (1988); *customer satisfaction* was measured by three indicators based on Tjiptono (2009); and students' parental decisions were measured by five indicators based on Salfiah et al. (2022).

The population in this study comprises parents who register their children at Splus Education Tutoring in West Jakarta. The determination of the sample size used the formula from Hair et al. (2019), which is 18 statement items multiplied by 5, resulting in a sample of 90 respondents. The sampling technique uses purposive sampling with the criteria of parents who are domiciled in DKI Jakarta and register their children at Splus Education West Jakarta.

Data was collected through an online questionnaire using Google Forms on a Likert scale of 1–5. The data analysis technique used Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS 4.4.4 software. The analysis stages include validity and reliability tests, external model evaluation, inner model evaluation, and hypothesis testing.

Results and Discussion

Respondent Characteristics

Based on the results of the online distribution of questionnaires through Google Form, 92 respondents were obtained. After the screening process, there were 90 respondents who met the criteria and were worthy of further analysis in this study. This number has met the minimum limit for the number of samples, which is 90 respondents. The initial stage in the data analysis process begins with conducting a descriptive statistical analysis of the respondents' profiles, which includes the students' grade levels.

Table 1. Student Class Level

Class Level	Sum	Percentage
Kindergarten	15	16,1%
1 st grade of Elementary School	10	10,8%
2 nd grade of Elementary School	13	14,0%
3 rd grade of Elementary School	10	10,8%
4 th grade of Elementary School	11	11,8%
5 th grade of Elementary School	13	14,0%
6 th grade of Elementary School	21	22,6%
Total	90	100%

Based on survey data, as many as 22.6% of respondents came from grade 6 of elementary school, which shows that the majority of parents began to consider intensive tutoring ahead of school exams. This percentage was followed by kindergarten classes at 16.1%, showing a trend of increasing awareness of parents to provide additional education from an early age. Grade 2 Elementary and Grade 5 Elementary School each have a proportion of 14.0%, while Grade 4 Elementary School is 11.8%, and Grade 1 Elementary and Elementary School 3 is 10.8% each.

This variation shows that Splus Education serves a wide spectrum of education levels with a relatively even distribution.

Descriptive Statistical Analysis of Research Variables

Descriptive statistical analysis was carried out on all research variables to find out the respondents' responses and interpret the magnitude of the minimum, maximum, and average values of each variable. The statistical measures used in the descriptive analysis of this study are mean and standard deviation.

Table 2. Statistics Descriptive Customer Experience

Code	Statement	Min	Max	Mean	Std Deviation
CE1	I can see my child's learning progress since joining the program at Splus Education	3	5	4,53	0,047
Third grade	I feel an increase in my child's competence after studying at Splus Education	3	5	4,48	0,055
CE4	My child had a good experience while studying at Splus Education	3	5	4,56	0,062
CE5	My child has been able to socialize more since entering tutoring at Splus Education	2	5	4,36	0,039
Overall Average				4,47	0,268

Overall, the average customer experience for students' parents' decisions was 4.47, indicating that consumers tend to agree with statements related to customer experience. The CE4 statement had the highest average score (4.56), indicating that a good learning experience was the most felt aspect by students' parents.

Table 3. Descriptive Service Quality Statistics

Code	Statement	Min	Max	Mean	Std Deviation
SQ2	The teachers at Splus Education understand the strengths and weaknesses that my child has	3	5	4,46	0,051
SQ3	The teachers at Splus Education gave me useful advice to help my child's development	2	5	4,46	0,037
SQ4	The teachers at Splus Education explained the material clearly and accurately so that my child could understand the lesson well	1	5	4,45	0,050
Overall Average				4,468	0,324

The average service quality of 4,468 shows the positive perception of parents towards the quality of Splus Education's services. All three indicators have relatively balanced values, indicating consistency in the quality of services provided.

Table 4. Statistics Descriptive Customer Satisfaction

Code	Statement	Min	Max	Mean	Std Deviation
CS1	I enrolled my child in Splus Education in the hope that my child would be able to achieve better test scores	3	5	4,62	0,045
CS2	I recommend Splus Education to my friends who already have school-age children	3	5	4,43	0,045
CS3	I plan to continue tutoring at Splus Education after my child moves up to class	3	5	4,56	0,062
Overall Average				4,536	0,071

Customer satisfaction showed the highest average (4.536) among all variables, with the statement CS1 having the highest score (4.62), indicating that parents' expectations for improved test scores were the main motivation in choosing Splus Education.

Table 5. Descriptive Statistics of Students' Parents' Decisions

Code	Statement	Min	Max	Mean	Std Deviation
PUKE1	My child's competence and academic achievement have improved since taking lessons at Splus Education	2	5	4,46	0,034
KOTS2	I feel that the cost of learning special tutoring at Splus Education is somewhat cheaper	3	5	4,35	0,037
PUKE3	The facilities provided by Splus Education are very adequate and can be used by my child at any time as needed	2	5	4,44	0,044
KOTS4	Location-from-home access to Splus Education tutoring is very affordable	2	5	4,34	0,073
KOTS5	In my opinion, a good review can make me more confident in including my child in Splus Education tutoring	2	5	4,50	0,044
Overall Average				4,418	0,232

Student parents' decisions had an average of 4.418, with KOTS5's statement of positive reviews having the highest score (4.50), demonstrating the importance of word of mouth in the decision-making process.

Evaluation of Measurement Models (Outer Model)

The evaluation of the outer model was carried out to test the validity and reliability of the research instrument. This analysis includes convergent validity tests, discriminant validity, and construct reliability.

Convergent Validity Test

The convergent validity test was carried out by looking at the outer loading value of each indicator. An indicator is considered valid if it has an outer loading value of > 0.7.

Table 6. Validity Test Results (Outer Loading)

Variable	Item Code	Outer Loadings	Information
Customer Experience	CE1	0,821	Valid
Customer Experience	Third grade	0,797	Valid
Customer Experience	CE4	0,786	Valid
Customer Experience	CE5	0,810	Valid
Service Quality	SQ2	0,820	Valid
Service Quality	SQ3	0,851	Valid
Service Quality	SQ4	0,865	Valid
Customer Satisfaction	CS1	0,806	Valid
Customer Satisfaction	CS2	0,814	Valid
Customer Satisfaction	CS3	0,790	Valid
Students' Parents' Decision	PUKE1	0,809	Valid
Students' Parents' Decision	KOTS2	0,817	Valid
Students' Parents' Decision	PUKE3	0,831	Valid
Students' Parents' Decision	KOTS4	0,765	Valid
Students' Parents' Decision	KOTS5	0,801	Valid

Of the initial 18 indicators, 3 indicators (CE3, SQ1, and SQ5) were eliminated because they had an outer loading value of < 0.7. After elimination, the remaining 15 indicators had an outer loading value above 0.7, indicating good convergent validity.

Uji Average Variance Extracted (AVE)

Table 7. Average Variance Extracted (AVE) Test Results

Variable	AVE	Information
Customer Experience	0,646	Valid
Service Quality	0,715	Valid
Customer Satisfaction	0,646	Valid
Students' Parents' Decision	0,648	Valid

All constructs have an AVE value of > 0.5, indicating adequate convergent validity.

Reliability Test

Table 8. Reliability Test Results

Variable	Cronbach's Alpha	Information
Customer Experience	0,818	Reliable

Service Quality	0,726	Reliable
Customer Satisfaction	0,865	Reliable
Students' Parents' Decision	0,801	Reliable

All variables had a Cronbach's Alpha value > 0.7, indicating good reliability.

Uji Fornell-Larcker Criterion

Table 9. Fornell-Larcker Criterion Test Results

Variable	Customer Experience	Service Quality	Customer Satisfaction	Students' Parents' Decision
Customer Experience	0,804			
Service Quality	0,719	0,846		
Customer Satisfaction	0,775	0,766	0,803	
Students' Parents' Decision	0,677	0,728	0,678	0,805

The value of the square root of AVE (diagonal) is higher than the correlation between constructs, indicating good discriminant validity.

Evaluation of Structural Models (Inner Model)

Internal model evaluation aims to predict the relationship between variables in the study and test the hypotheses that have been formulated.

Coefficient of Determination Test (R²)

Table 10. Determination Coefficient (R²) Test Results

Variable	R ²	R ² Adjusted	Information
Customer Satisfaction	0,692	0,684	Keep
Students' Parents' Decision	0,586	0,572	Keep

The R² value for customer satisfaction of 0.684 indicates that 68.4% of the variance can be explained by customer experience and service quality. For the decision of the student's parents, an R² value of 0.572 indicates that 57.2% of the variance can be explained by the variables in the model.

Predictive Relevance Test (Q²)

Table 11. Predictive Relevance Test Results (Q²)

Variable	Q ²	Information
Customer Satisfaction	0,592	Valid
Students' Parents' Decision	0,457	Valid

All Q² values > 0, indicating that the model has good predictive relevance.

Effect Size Test (f²)

Table 12. Effect Size Test Results (f²)

Relationship	f ²	Category
Customer Experience → Customer Satisfaction	0,338	Strong
Customer Experience → Students' Parents' Decisions	0,052	Weak
Service Quality → Customer Satisfaction	0,293	Keep
Service Quality → Students' Parents' Decisions	0,167	Keep
Customer Satisfaction → Students' Parents Decide	0,019	Weak

Hypothesis Testing

Hypothesis testing was carried out by analyzing the results of bootstrapping using 5000 subsamples. The criteria for hypothesis acceptance were p-value ≤ 0.05 and T-statistic ≥ 1.967.

Table 13. Hypothesis Test Results

Hypothesis	Jalur	Path Coefficient	T-Statistics	P-Value	Results
H1	THIS → KOTS	0,245	1,360	0,174	Rejected
H2	CE → CS	0,464	5,500	0,000	Accepted
H3	SQ → KOTS	0,429	2,432	0,000	Accepted
H4	SQ → CS	0,433	4,727	0,000	Accepted
H5	CS → Vomit	0,260	1,995	0,000	Accepted
H6	CE → CS → KOTS	0,074	1,138	0,255	Rejected
H7	SQ → CS → KOTS	0,169	1,970	0,000	Accepted

Remarks: CE = Customer Experience, SQ = Service Quality, CS = Customer Satisfaction, KOTS = Students' Parents' Decision

The Influence of Customer Experience on Students' Parents' Decisions

The results of this study firmly accept hypothesis 1, which states that customer experience has a positive but not significant influence on students' parents' decisions. The acceptance of this hypothesis is in line with the theoretical foundation and various empirical studies that have been conducted before. From a theoretical perspective, the customer.

Experience functions as a retention factor and value creation that can influence consumer decisions. A positive customer experience will make a good impression on the service provider, creating the perception that the decision to choose the service is worth considering quickly and convincingly. Customer experience not only creates an emotional connection with consumers, but also plays a role in strengthening consumer confidence in the decision-making process.

These results are also supported by previous studies that show that customer experience has a positive but not significant effect on students' parents' decisions. From Aqewno's (2023) research entitled "The Influence of Customer Experience on Purchase Decisions at Teko Healthy Resto, Medan" states that the customer experience variable is influenced by purchase decisions by 37.6% and the remaining 62.4% is influenced by other factors that were not tested in this study. Thus, it can be concluded that there is an influence between customer experience on purchase decisions at Teko Healthy Resto, Medan.

From the second study from Aulia (2021) with a research titled "Analysis of the Influence of Customer Experience on Product Purchase Decisions on Shopee E-Commerce" states that the customer experience variable has a positive influence on product purchase decisions by 46.7% while the remaining 53.3% is explained by other variables.

These results show that customer experience has a positive but not significant effect on parents' decision to choose a tutoring institution. These findings indicate that while customer experiences make a good impression, they are not strong enough to directly influence decision-making. One possible cause of this insignificance is that the majority of parents prioritize key factors such as the quality of education, affordable teaching costs, and the qualifications and credibility of licensed teachers. Meanwhile, customer experience is more likely to provide added value in the form of perceptions, subjective impressions, and recommendations from others (word of mouth), but it has not yet become a dominant factor in decision-making.

The Influence of Customer Experience on Customer Satisfaction

The results of this study firmly accept hypothesis 2, which states that customer experience has a positive and significant influence on customer satisfaction. The acceptance of this hypothesis is in line with the theoretical foundation and various empirical studies that have been conducted before. From a theoretical perspective, customer experience plays a role as a retention factor and value creation that can affect the level of consumer satisfaction. A good customer experience will form a positive impression of the service received. Furthermore, customer satisfaction functions as an indicator of improving service quality and as an effort to maintain the institution's reputation. If the impression caused through the customer experience is positive, then the level of customer satisfaction will be high.

These results are also supported by previous studies that show that customer experience has a positive and significant effect on customer satisfaction. From Pramudita's (2013) research in a study entitled "Analysis of the Influence of Customer Value and Customer Experience on Customer Satisfaction at De Kasteel Resto Surabaya" stated that it shows that the customer experience variable simultaneously has a significant and positive effect on consumer satisfaction and on the customer experience variable, only the sense and relate dimensions have a significant effect, with the sense dimension which has a dominant influence on consumer satisfaction. Castle Resto.

This finding proves that a positive customer experience can increase customer satisfaction, this is able to encourage consumers to recommend these services to others. If Splus Education is able to give a good and positive impression during the service process, then consumers tend to feel satisfied and have the potential to recommend the tutoring institution to others.

The Influence of Service Quality on Students' Parents' Decisions

The results of this study firmly accept hypothesis 3, which states that service quality has a positive and significant influence on the decision of students' parents. The acceptance of this hypothesis is in line with the theoretical foundation and various empirical studies that have been conducted before. From a theoretical perspective, service quality acts as a bridge that connects consumer perception of services with decisions made. Good service quality will form a positive impression, which can ultimately encourage consumers, in this case students' parents, to consider decisions more quickly or even directly decide to choose the services offered. Service quality is an important element in shaping consumer confidence and accelerating the decision-making process.

These results are also supported by previous studies that show that service quality has a positive and significant effect on students' parents' decisions. From the research of Emeraldita & Wulandari (2020) in a study entitled "Analysis of E-Trust, E-Wom, and E-Service Quality in Online Purchase Decisions on Tokopedia" stated that e-service quality has a significant effect on online purchase decisions.

This indicates that if Splus Education has good service quality, then the decision of parents in choosing a tutoring institution tends to be considered positively. On the other hand, if the service quality provided is not satisfactory, then Splus Education will most likely not be the main choice or even not considered by parents in decision-making. Service quality is one of the important factors that affect parents' perception and decision in choosing a tutoring institution.

The Effect of Service Quality on Customer Satisfaction

The results of this study firmly accept hypothesis 4, which states that service quality has a positive and significant influence on customer satisfaction. The acceptance of this hypothesis is in line with the theoretical foundations and various empirical studies that have been carried out before. From a theoretical perspective, service quality serves as a bridge that affects the level of consumer satisfaction. Good service quality will create a positive impression on the service provider, so that consumers feel satisfied with what has been received from the tutoring institution. The higher the consumer perception of service quality, the higher the level of satisfaction felt by consumers

This result is also supported by previous studies that show that service quality has a positive and significant effect on customer satisfaction. From the research of Roza & Novita (2021) in a study entitled "The Influence of Service Quality on Customer Satisfaction in Pempek Permata Bandar Lampung Products" stated that Service Quality is known to have a significant effect on dependent variables, namely customer satisfaction.

This shows that when Splus Education is able to provide good service quality, the level of customer satisfaction will also increase. On the other hand, if the service quality provided is inadequate, customer satisfaction tends to decrease. Service quality has an important role in shaping the perception and level of customer satisfaction of the services provided by tutoring institutions.

The Influence of Customer Satisfaction on Students' Parents' Decisions

The results of this study firmly accept hypothesis 5, which states that customer satisfaction has a positive and significant influence on the decisions of students' parents. The acceptance of this hypothesis is in line with the theoretical foundation and various empirical studies that have been conducted before. From a theoretical perspective, customer satisfaction plays a role as a form of reputation that can influence consumer decision-making. A high level of customer satisfaction will create a positive impression on the institution, thus encouraging potential consumers or other parties, such as students' parents, to consider decisions more quickly or even immediately decide to choose the services offered. Customer satisfaction is not only an indicator of service success, but also serves as a driving factor in the decision-making process

These results are also supported by previous studies that shows that customer satisfaction has a positive but significant effect on the decision of students' parents. From the research of Pratama & Rakman (2022) in a study entitled "The Influence of Brand Ambassadors, Customer Satisfaction, and Brand Awareness on Purchase Decisions of Acne Care Scarlett Whitening Products in Kelapa Gading, North Jakarta" stated

that Customer Satisfaction has a positive and significant effect on Purchase Decisions. This means that customer satisfaction can influence the purchase decision in purchasing Acne Care Scarlett Whitening products.

This finding proves that customer satisfaction is one of the important factors in determining the choice of a tutoring institution that is considered appropriate and appropriate. Customer satisfaction reflects a positive perception of the service quality received. What's more, the reputation and values possessed by tutoring institutions also have a significant influence on the consideration and decision-making process. Therefore, institutions that are able to maintain customer satisfaction and build a good reputation will have a greater chance of being chosen by potential consumers.

The Influence of Customer Experience on Students' Parents' Decisions is Mediated by Customer Satisfaction

The results of this study firmly accept hypothesis 6, which states that customer experience has a positive but insignificant influence on students' parents' decisions mediated by customer satisfaction. The acceptance of this hypothesis is in line with the theoretical foundation and various empirical studies that have been conducted before. From a theoretical perspective, Liu et al. (2015), who stated that a positive customer experience can improve satisfaction and purchasing decisions.

These results are also supported by previous studies that show that customer experience has a positive but insignificant effect on students' parents' decisions mediated by customer satisfaction. From Kadir's (2025) research entitled "The Influence of Service Quality and Customer Experience on Repurchase Intention with Customer Satisfaction as a Mediation Variable (Case Study of BRT Passengers in Semarang City)" stated that customer experience is proven to have a substantial and favorable impact on the tendency to buy back, with customer satisfaction acting as a mediating factor.

From the second study from Zahro (2024) with a study entitled "The Influence of Customer Experience and Brand Experience on Repurchase Intention through Customer Satisfaction in the Purchase of Naturaword Products in Demak" states that customer satisfaction can be an intervening variable between customer experience and repurchase intention. This means to increase the company's repurchase intention by improving customer experience through customer satisfaction.

Customer experience has a positive but not significant effect on parents' decision to choose a tutoring institution, even though it is mediated by customer satisfaction. These findings indicate that customer experience is not strong enough to influence decisions directly or indirectly through customer satisfaction. One of the reasons that may underlie this insignificance is that the majority of parents of students prioritize key factors in decision-making, such as the quality of education, affordable teaching costs, and the credibility and licensing of teachers. In addition, customer satisfaction is also not fully able to be an effective mediator in transforming customer experience into purchasing decisions or choosing services. This shows that in educational services, parents' decisions are more influenced by rational and objective aspects than by emotional or experiential aspects alone.

The Influence of Service Quality on Students' Parents' Decisions Mediated by Customer Satisfaction

The results of this study firmly accept hypothesis 7, which states that service quality has a positive and significant influence on the decisions of students' parents mediated by customer

satisfaction (Haverila et al., 2021; Hossain et al., 2025; Kunanusorn & Puttawong, 2015). The acceptance of this hypothesis is in line with the theoretical foundation and various empirical studies that have been conducted before. From a theoretical perspective, service quality acts as a bridge that connects consumer perception of services with decisions made. In this context, high customer satisfaction as a result of good service quality will form a positive impression on the institution, thus encouraging consumers to consider decisions more quickly or even immediately decide to use the service. Customer satisfaction serves as an important mechanism that strengthens the influence of service quality on consumer decision-making (Abdullahi & Yusoff, 2023; Bakrie et al., 2019; Bawack et al., 2022).

This result is also supported by previous studies that show that service quality has a positive and significant effect on students' parents' decisions mediated by customer satisfaction. From Kadir's (2025) research with a study entitled "The Influence of Service Quality and Customer Experience on Repurchase Intention with Customer Satisfaction as a Mediation Variable (Case Study of BRT Passengers in Semarang City)" stated that it shows a positive and significant relationship between service quality variables and repurchase intention mediated by customer satisfaction. In this case, customer satisfaction acts as a mediating variable that strengthens the influence of service quality on purchase decisions (Mucsi & Malota, 2025; Pham et al., 2019).

These findings prove that good service quality has a positive impact on customer satisfaction. When customers are satisfied with the services provided, it will encourage them to consider using services at Splus Education as the right choice. High service quality contributes to forming a positive perception that strengthens consumer decisions in choosing tutoring institutions.

Conclusion

This study concludes that *service quality* is the dominant factor influencing the decision of students' parents in choosing a tutoring institution, either directly or indirectly through *customer satisfaction*. *Customer experience*, although it has a positive effect on *customer satisfaction*, does not have a significant effect on the decision of students' parents, either directly or indirectly. This indicates that in the context of educational services, parents prioritize rational and objective aspects such as the quality of service rather than the emotional or experiential aspects. *Customer satisfaction* has been proven to play an effective role as a mediator in the relationship between *service quality* and student parents' decisions. To increase competitiveness, Splus Education is advised to focus on improving the quality of service, especially in terms of teacher competence, conducive classroom management, and a service system that is responsive to individual student needs.

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