

The Mediation Role of Consumer Satisfaction on the Influence of Service Quality and Digital Marketing Strategy on Repurchase Decisions for Reading, Writing, and Counting (Calistung) Learning Guidance in North Kalimantan

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Abstract. *Service quality is a fundamental aspect that determines customer satisfaction and loyalty to a tutoring institution. In the context of non-formal educational services such as tutoring, service quality encompasses several important, interrelated dimensions (Hanin & Suyadi, 2020). One key dimension is the quality of the teaching staff, which is assessed not only by educational background and academic competence, but also by pedagogical skills, interpersonal communication, and patience in dealing with various student characteristics. Professional and inspiring teachers are able to create a pleasant learning environment and encourage students to be more active and confident in understanding the material. Furthermore, the comfort of the facilities is also an important supporting factor. This type of research uses a quantitative approach and a survey design. A quantitative research approach is used when the data obtained can be measured or other forms of data that can be measured and processed using statistical procedures. Regarding the type of research, there are three types of research based on the type of research problem: explanatory, descriptive, and causal. This study uses the explanatory type. Although service quality does not directly influence repurchase decisions, these findings confirm that service quality still plays a significant role in creating customer satisfaction. Therefore, management needs to maintain and improve service standards, such as the professionalism of teaching staff, a comfortable learning environment, effective communication with parents, and the provision of adequate supporting facilities. Consistent service quality will create long-term satisfaction that can encourage loyalty.*

Keywords: *Aspect; Fundamental; Service; Quality.*

1. Introduction

The development of information and communication technology has accelerated rapidly in recent decades. Digital technology now serves not only as a tool but has become a crucial element shaping social interaction patterns, consumer behavior, and decision-making, including in education. In this era of digital transformation, marketing strategies have shifted

from conventional approaches to digital marketing, which utilizes online platforms such as social media, websites, and mobile applications to reach consumers more widely and effectively (Chayati, 2021).

One sector directly impacted by this change is tutoring services. Tutoring institutions play a significant role in supporting students' academic achievement, particularly in Indonesia, which is known for its high academic pressure from an early age (Mayasari et al., 2022). In the context of primary education, the need for tutoring services specifically for reading, writing, and arithmetic (Calistung) is becoming increasingly important, especially for parents who want to ensure their children's readiness for formal education.

The teaching approach is also a crucial factor in tutoring services. Adaptive, interactive, and enjoyable approaches, such as the use of play-while-learning methods for early childhood students, can help them grasp the material more easily and without stress. Institutions that adapt their teaching methods to their students' learning styles are more likely to effectively address individual needs (Dewi et al., 2025). Ultimately, the dimensions of learning outcomes perceived by students and parents are the ultimate indicator of the quality of the services provided. These include improved academic grades, the development of basic skills such as reading, writing, and arithmetic (Calistung), and the growth of students' learning motivation and self-confidence. Research by Rahmayanti (2024) states that service quality significantly influences consumer repurchase decisions. However, research by Setyabudi (2020) states that service quality does not influence consumer repurchase decisions for a product or service.

On the other hand, digital marketing strategies serve as a crucial bridge between institutions and consumers in building brand awareness, conveying service values, and establishing efficient two-way communication. This strategy is highly relevant considering that today's consumers, including parents of students, are increasingly accustomed to seeking information and making decisions based on digital content (Muhammad, 2022). A recent survey by the Indonesian Education Service Providers Association (2023) showed that 68% of parents were more interested in institutions that actively use digital media for promotion and information dissemination. However, 72% of respondents stated that service quality remains a primary consideration in decision-making. This demonstrates that while digital marketing strategies are important for reaching consumers, an institution's success is not limited to attractive promotions alone, but also determined by the quality of service directly experienced by users. Research by Fauzan et al. (2023) states that digital marketing significantly influences consumer repurchase decisions. However, research by Wahyuningtyas et al. (2020) states that digital marketing does not influence consumer decisions to repurchase a product or service.

Within this framework, consumer satisfaction (in this case, parents or guardians of students) is a factor that can bridge the relationship between external factors (service quality and digital marketing strategy) and the decision to choose an institution (Mawardi, 2021). Satisfied consumers tend to have positive perceptions, higher loyalty, and a tendency to recommend services to others. Therefore, analyzing the mediating role of consumer satisfaction is necessary to comprehensively explain how these factors collectively shape the decision to choose a Calistung tutoring center. Research by Mawardi (2021) states that service quality has a significant effect on consumer satisfaction. Research by Muhammad (2022) also states that

digital marketing has a significant effect on consumer satisfaction. Research by Pusparina (2023) also states that consumer satisfaction has a significant effect on consumer repurchase decisions.

In Tarakan City itself, the use of digital marketing strategies by tutoring institutions is still considered suboptimal. Many institutions still rely on traditional promotions such as brochures, banners, or direct word-of-mouth outreach, which are less effective in reaching the digital market segment. Furthermore, scientific studies integrating aspects of service quality, digital marketing, customer satisfaction, and the decision to choose a tutoring institution are still very limited in this region. Based on the description and several research gaps above, researchers are interested in conducting research on the mediating role of customer satisfaction in the influence of service quality and digital marketing on repeat purchase decisions of consumers of reading, writing, and arithmetic (calistung) tutoring in North Kalimantan.

2. Research Methods

This type of research uses a quantitative approach and the research design uses survey techniques. According to Yusuf (2017), a quantitative research approach is used when the data obtained can be measured or other forms of data that can be measured and processed using statistical procedures. Regarding the type of research, there are three types of research based on the type of research problem: explanatory, descriptive, and causal. This study uses an explanatory type. Sekaran and Bougie (2017) state that explanatory research is the core of the scientific approach to research. Researchers used an explanatory design with the aim of determining the direction of the relationship or correlation between service quality, digital marketing, customer satisfaction, and repurchase decisions for reading, writing, and arithmetic tutoring services.

3. Results and Discussion

This study involved 150 respondents, who were parents or guardians of students using tutoring services for reading, writing, and arithmetic in Tarakan City. A characteristic analysis was conducted to provide a general overview of the respondents' backgrounds, including gender, age, education, and occupation. The results of the respondent characteristics in this study are as follows:

1) Respondent characteristics based on gender

Respondent Characteristics Table by Gender

Gender	Frequency	Percentage
Man	48	32.00%
Woman	102	68.00%
Total	150	100.00%

The table shows the distribution of respondents by gender. Of the 150 respondents, the majority were female (102 respondents, 68.00%), while 48 were male (32.00%). This data indicates that women are more dominant in decision-making regarding the selection of

reading, writing, and arithmetic tutoring in Tarakan City. This suggests that women, particularly mothers, generally play a more active role in managing their children's education.

2) Respondent characteristics based on age

Respondent Characteristics Table by Age

Age	Frequency	Percentage
< 25 Years	35	23.33%
25-34 Years	74	49.33%
35-44 Years	27	18.00%
> 44 Years	14	9.33%
Total	150	100.00%

The table illustrates the distribution of respondents by age group. The majority of respondents were in the 25–34 age range, amounting to 74 people (49.33%). This age group is generally productive and active in caring for young children, so it is natural that they are involved in the decision to choose a reading, writing, and arithmetic tutoring service. Meanwhile, respondents under 25 years old numbered 35 people (23.33%), followed by the 35–44 year old group with 27 people (18.00%), and the group above 44 years with 14 people (9.33%). These data indicate that most decision makers are in the young to early adult age range, who are most likely parents of young children who are the target of the reading, writing, and arithmetic tutoring service.

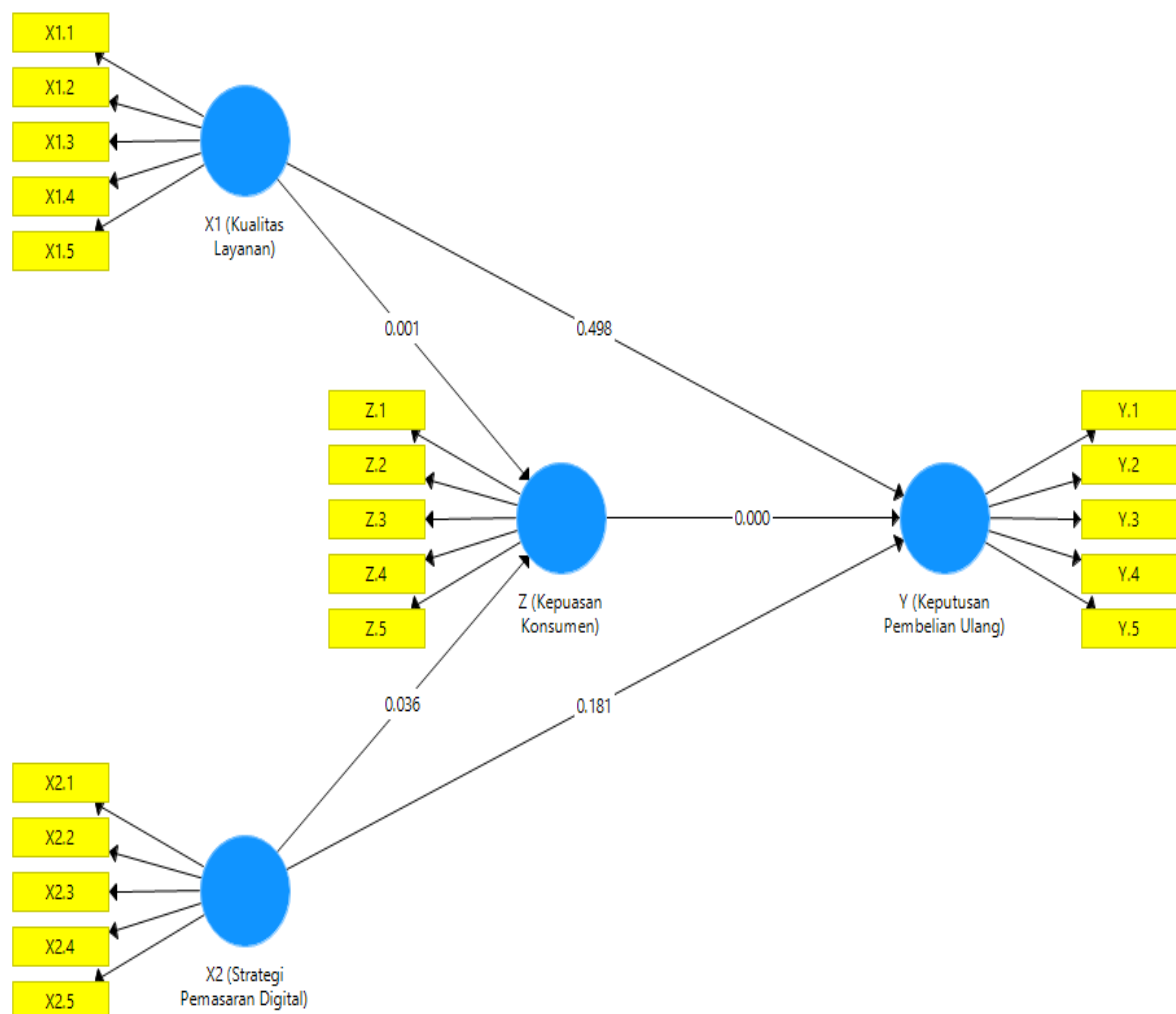
3) Respondent characteristics based on education

Respondent Characteristics Table based on Education

Education	Frequency	Percentage
Elementary/Middle School	7	4.67%
High School/Vocational School	39	26.00%
Diploma	15	10.00%

Bachelor	81	54.00%
Other	8	5.33%
Total	150	100.00%

The table shows the distribution of respondents based on their highest level of education. The majority of respondents, 81 (54.00%), had a bachelor's degree. This indicates that most respondents have a relatively high educational background, which may influence their perceptions of the service quality and digital marketing strategies of tutoring. Furthermore, 39 respondents (26.00%) had a high school/vocational high school education, followed by 15 (10.00%) with a diploma, and 7 (4.67%) with an elementary/junior high school education. The other category, which includes non-formal or unclassified education, generally amounts to 8 (5.33%). This data reflects that the majority of children's education decision-makers in Tarakan City have a sufficient understanding of the importance of quality early childhood education.



Research Structural Model Image (Inner Model)

Direct & Indirect Effect Test Results Table

	<i>Original Sample</i>	<i>Mean</i>	<i>STDEV</i>	<i>T Statistics</i>	<i>P Values</i>	<i>Results</i>
X1 (Service Quality) -> Y (Repurchase Decision)	-0.091	-0.094	0.135	0.678	0.498	Not Significant
X1 (Service Quality) -> Z (Consumer Satisfaction)	0.531	0.526	0.165	3,213	0.001	Significant
X2 (Digital Marketing Strategy) -> Y (Repurchase Decision)	0.254	0.265	0.189	1,340	0.181	Not Significant
X2 (Digital Marketing Strategy) -> Z (Consumer Satisfaction)	0.388	0.386	0.184	2.106	0.036	Significant
Z (Consumer Satisfaction) -> Y (Repurchase Decision)	0.755	0.741	0.153	4,940	0.000	Significant
X1 (Service Quality) -> Z (Consumer Satisfaction) -> Y (Repurchase Decision)	0.401	0.402	0.174	2,299	0.022	Significant
X2 (Digital Marketing Strategy) -> Z (Consumer Satisfaction) -> Y (Repurchase Decision)	0.293	0.272	0.125	2,338	0.020	Significant

Source: SmartPLS output, 2025.

Path coefficient test results the direct and indirect influences of the research model are as follows:

a. Direct influence of service quality on repeat purchase decisions ($X1 \rightarrow Y$)

The results show that the direct effect of service quality on repeat purchase decisions is not significant ($p = 0.498$; $t = 0.678$). This means that although service quality is important, it does not directly encourage consumers to make repeat purchases.

b. Direct influence of service quality on consumer satisfaction ($X1 \rightarrow Z$)

Service quality has a significant and positive influence on customer satisfaction ($p = 0.001$; $t = 3.213$). This means that the better the service quality provided, the higher the level of customer satisfaction with tutoring services.

c. The direct influence of digital marketing on repeat purchase decisions ($X_2 \rightarrow Y$)

Digital marketing strategies did not significantly influence repeat purchase decisions ($p = 0.181$; $t = 1.340$). This means that digital marketing alone is not strong enough to directly encourage consumers to make repeat purchases.

d. Direct influence of digital marketing on consumer satisfaction ($X_2 \rightarrow Z$)

Digital marketing strategies have a significant and positive effect on customer satisfaction ($p = 0.036$; $t = 2.106$). This indicates that effective digital marketing can increase customer satisfaction with services.

e. Direct Influence of Consumer Satisfaction on Repurchase Decisions ($Z \rightarrow Y$)

Consumer satisfaction has a highly significant and positive influence on repurchase decisions ($p = 0.000$; $t = 4.940$). This means that satisfied consumers are more likely to make repeat purchases or recommend the service.

f. Indirect Effect of Service Quality on Repurchase Decisions through Consumer Satisfaction ($X_1 \rightarrow Z \rightarrow Y$)

This mediation pathway shows a significant effect ($p = 0.022$; $t = 2.299$), meaning that service quality indirectly influences repurchase decisions through consumer satisfaction. This confirms that satisfaction is an important mediator in this relationship.

g. Indirect Effect of Digital Marketing on Repurchase Decisions through Consumer Satisfaction ($X_2 \rightarrow Z \rightarrow Y$)

The indirect effect was also significant ($p = 0.020$; $t = 2.338$), indicating that digital marketing can encourage repeat purchases indirectly, by first increasing consumer satisfaction.

R-Square (R²) Test Results Table

	<i>R Square</i>	<i>R Square Adjusted</i>
Y (Repurchase Decision)	0.809	0.803
Z (Consumer Satisfaction)	0.795	0.791

Source: SmartPLS output, 2025.

Based on the results of the R-Square test, it is known that the R² value for the Repurchase Decision variable (Y) is 0.809, which means that 80.9% of the variability in Repurchase Decision can be explained by the variables of Service Quality, Digital Marketing Strategy, and Consumer Satisfaction. While the remaining 19.1% is explained by other variables outside the research model. Meanwhile, the R² value for the Consumer Satisfaction variable (Z) is 0.795, indicating that 79.5% of the variability in Consumer Satisfaction can be explained by Service Quality and

Digital Marketing Strategy, and the remaining 20.5% is influenced by other factors. The R-Square value for these two endogenous variables is high, which indicates that the model has strong predictive power in explaining the relationship between variables.

Schiffman and Kanuk (2008) stated that repeat purchase decisions are part of post-purchase behavior, where satisfied consumers will show interest in repurchasing the same product or service. This shows that repeat purchases are influenced not only by product characteristics, but also by consumers' personal perceptions and experiences. Lovelock and Wirtz (2011) added that repeat purchases are a form of customer loyalty behavior that reflects a long-term relationship between consumers and service providers. In the context of services such as tutoring for reading, writing, and arithmetic, repeat purchases can be a parent's decision to continue enrolling their child in the same place based on effective learning outcomes and satisfactory service.

According to Parasuraman, Zeithaml, and Berry (1988), service quality is the degree of discrepancy between consumer expectations of the service they should receive and their perceptions of the service they actually receive. In other words, service quality is measured by the extent to which the service perceived by consumers meets or even exceeds their pre-existing expectations. If the service perceived by consumers meets or exceeds these expectations, consumers will assess the service quality as good or satisfactory. Conversely, if there is a discrepancy or the service received falls below expectations, the service quality is considered poor. In this regard, service quality is not only related to the final outcome of the service provided, but is also greatly influenced by how the service is delivered to consumers. Grönroos (1990) emphasized this by distinguishing service quality into two main dimensions: technical quality and functional quality. Technical quality focuses on the "what" aspects customers receive, such as the learning outcomes or achievements students achieve after participating in tutoring. Functional quality, on the other hand, refers to the "how" the service is delivered, encompassing the interaction between teachers and students, the learning atmosphere, and the way the institution delivers learning materials.

In the context of educational services such as tutoring for reading, writing, and arithmetic, service quality has a broader and more complex scope. Aspects of primary concern include the competence of teaching staff, who must not only master the material but also be able to deliver it effectively according to the characteristics of early childhood. Teaching methods and approaches must be innovative, enjoyable, and able to adapt to the learning needs of each student, so that the learning process is more effective and engaging. Furthermore, the completeness and comfort of learning facilities, such as conducive classrooms, adequate teaching aids, and a supportive learning environment, are important factors that influence consumer perceptions of service quality. A clear curriculum and systematic learning materials are also part of service quality, as parents expect a structured program with clear and measurable learning objectives.

According to Chaffey and Ellis-Chadwick (2019), digital marketing is the use of digital media and online platforms such as websites, social media, email, and mobile applications to achieve marketing objectives. Digital marketing allows companies or institutions to interact directly with consumers, deliver targeted marketing messages, and collect consumer behavior data

that can be used to improve the effectiveness of marketing campaigns. The main advantage of digital marketing compared to traditional marketing is its ability to reach a wider audience at a relatively lower cost and the ability to conduct more specific market segmentation. This segmentation allows institutions to tailor messages and offers according to the characteristics and needs of the target market, thereby increasing the chance of converting customers into active customers.

In the context of educational services, particularly for tutoring institutions for reading, writing, and arithmetic, digital marketing plays a crucial role in increasing the institution's visibility and appeal to prospective students and parents. Tutoring institutions can employ various digital marketing strategies, such as creating educational content on social media that not only promotes services but also provides added value in the form of learning information, teaching tips, and student success testimonials. Furthermore, paid ads on platforms like Facebook, Instagram, and Google Ads allow for more measurable targeting based on demographics, location, and interests, enabling promotional messages to reach genuine potential customers. Search engine optimization (SEO) is also crucial for the institution's website to appear on the first page of Google search results when parents search for tutoring services for reading, writing, and a consultation feature. Interactive websites that provide comprehensive information, online registration, and consultation features can increase ease of access and consumer trust. According to Kotler and Keller (2016), digital marketing strategies must be able to build sustainable relationships with consumers through responsive two-way communication and personalized offerings based on consumer needs, thereby creating loyalty and positive experiences that encourage word-of-mouth recommendations.

Furthermore, digital marketing also makes it easier for institutions to obtain direct feedback from consumers through comments, reviews, or online surveys, which can be used to improve service quality and product development according to market needs. This is especially relevant in today's digital era, where information can be easily accessed by parents and students through various digital devices such as smartphones and computers. Therefore, tutoring institutions that are able to optimally utilize digital marketing will have a significant competitive advantage compared to institutions that still rely on conventional marketing methods such as brochures or banners, which have limited reach and are less interactive.

According to Kotler and Keller (2016), consumer satisfaction is a person's feeling of pleasure or disappointment that arises after comparing the perceived performance or results of a product or service with their initial expectations. If the performance of a product or service meets or even exceeds consumer expectations, the consumer will feel satisfied; conversely, if the performance is below expectations, the consumer will feel dissatisfied. This shows that consumer satisfaction is the result of a subjective evaluation that is heavily influenced by initial expectations formed before experiencing the use of the product or service.

Several other experts also provide similar definitions. Oliver (1997) states that consumer satisfaction is an emotional evaluation made by consumers after experiencing the use of a product or service, which can influence loyalty and repeat purchasing behavior. In other words, satisfaction is not just a cognitive response, but also involves emotional aspects that determine how much consumers feel happy and engaged with the product or service.

Meanwhile, Tjiptono (2012) emphasizes that consumer satisfaction is not only the result of the technical quality of the product or service, but is also influenced by consumers' perceptions of the overall experience during the purchasing and consumption process, including customer service, ease of access, and social interactions that occur.

In the context of educational services, particularly for tutoring institutions, reading, writing, and arithmetic (calistung) is crucial, as it not only determines the continuation of the relationship between the institution and its clients, but also influences reputation and word-of-mouth recommendations, which play a significant role in the decisions of prospective students and parents. Satisfaction with tutoring services can arise from various factors, such as the quality of teaching provided by competent and dedicated educators, adequate and comfortable learning facilities, positive interactions between teachers and students, and easy access to information and communication through responsive and informative digital platforms. All of these aspects shape a comprehensive learning experience that is then assessed by consumers.

Discussion:

1) The Influence of Service Quality on Consumer Repurchase Decisions

Service quality is a crucial factor shaping consumer perceptions and experiences of a product or service, including in the context of tutoring services for reading, writing, and arithmetic. High-quality service is expected to increase customer satisfaction and trust, ultimately driving customer loyalty. However, the results of this study indicate that service quality does not have a significant direct influence on consumer repurchase decisions. This is indicated by a p-value of 0.498 ($p > 0.05$) and a t-statistic of 0.678, which are below the significance level.

These findings indicate that while consumers may rate the service provided as good, this assessment is not strong enough to directly influence their intention or decision to use the service again. In other words, service quality alone does not automatically result in repeat purchase behavior without the involvement of other factors that strengthen the relationship, particularly emotional aspects and perceived value.

2) The Influence of Digital Marketing on Consumer Repurchase Decisions

Digital marketing is a crucial strategy for reaching modern consumers, including in the educational services sector, such as tutoring for reading, writing, and arithmetic. With the increasing use of the internet and social media, digital marketing is believed to increase institutional visibility, strengthen brand image, and establish more effective communication with consumers. However, the results of this study indicate that digital marketing has not been able to provide a significant direct influence on repurchase decisions. This is indicated by a p-value of 0.181 ($p > 0.05$) and a t-statistic of 1.340, which are below the threshold of statistical significance.

These findings indicate that while digital marketing can increase initial appeal, it doesn't necessarily encourage repeat purchases if it isn't supported by quality service and a satisfying

experience. Digital strategies that are purely informative, one-way promotions, or lack emotional engagement tend to be insufficient to build loyalty.

Research by Kurniawati and Purnomo (2023) supports these findings, stating that the effectiveness of digital marketing depends heavily on content quality, two-way engagement, and the ability to build emotional connections between institutions and consumers. This means that content that simply conveys product or service information is insufficient to encourage repeat purchases. Today's consumers want personalized, relevant, and valuable experiences that come not only from promotions but also from the value they experience while using a service.

3) The Influence of Service Quality on Consumer Satisfaction

The results of this study indicate that service quality has a positive effect on customer satisfaction. This means that the better the quality of service provided, whether in terms of timeliness, staff friendliness, clarity of information, or comfort of facilities, the higher the level of customer satisfaction. This finding is consistent with the research of Fitriani and Yuliana (2023), which stated that service quality has a significant influence on customer satisfaction in the non-formal education sector. Excellent service quality creates positive perceptions and pleasant experiences, thus fostering consumer satisfaction with their decisions.

4) The Influence of Digital Marketing on Consumer Satisfaction

The results of this study indicate that digital marketing has a positive and significant effect on customer satisfaction, as indicated by a p-value of 0.036 and a t-statistic of 2.106. This means that the more effective and relevant the digital marketing strategy implemented by the tutoring institution, the higher the level of satisfaction experienced by its customers. These findings indicate that digital marketing serves not only as a communication tool but also as a channel that can create positive and valuable customer experiences.

This aligns with the research findings of Putri and Ananda (2023), which stated that consistent, personalized, and relevant digital marketing can build emotional engagement with consumers and create a sense of comfort in interactions with brands or service providers. In the context of early childhood education services, such as literacy and arithmetic tutoring, digital marketing is used not only for promotion but also to build long-term relationships with consumers through transparent information, open two-way communication, and educational content tailored to parents' needs.

Lestari and Wibowo (2022) emphasize that digital marketing elements such as content personalization, fast response times via social media, and easy access to information have a direct impact on increasing customer satisfaction. In practice, this can include providing regular updates on class schedules, digital reports on children's learning progress, or providing fast and friendly online consultation services. Rapid responses and easily accessible information create the perception that the institution is responsive and attentive to its customers' needs.

Thus, it can be concluded that a digital marketing strategy that is communicative, educational, and based on real consumer needs has the potential to build more meaningful relationships and improve the overall service experience. In the long run, this will create a deep sense of satisfaction and contribute to customer loyalty.

5) The Influence of Consumer Satisfaction on Consumer Repurchase Decisions

The results of the study indicate that consumer satisfaction has a positive and significant effect on repurchase decisions, as evidenced by a p-value of 0.000 and a t-statistic of 4.940. This means that the higher the level of satisfaction felt by consumers towards the reading, writing, and arithmetic tutoring service, the greater the likelihood they will make a repeat purchase or continue the service in the future. This finding strengthens the position of satisfaction as one of the determining factors of consumer loyalty in the educational services sector.

Research by Yulianti and Harahap (2023) supports these findings, stating that satisfied consumers tend to demonstrate loyalty, are willing to make repeat purchases, and recommend services to others. In the context of early childhood education services, satisfaction reflects trust, comfort, and recognition of the quality of learning provided by the institution. Satisfied consumers not only appreciate short-term results but also view services as a valuable educational investment.

Research by Rahmawati and Kurniawan (2022) explains that customer satisfaction strengthens long-term relationships between consumers and service providers. In tutoring services, this is reflected in the behavior of parents who are satisfied with their child's learning progress, ultimately deciding to continue to a more advanced program, or even recommending the institution to colleagues or relatives. Satisfaction creates a sense of connection and reduces the likelihood of consumers switching to competitors.

Therefore, customer satisfaction is not only an indicator of operational success but also a strategic asset in creating business sustainability. Tutoring institutions need to understand that repeat purchases are not solely driven by promotions or pricing, but rather by the overall customer experience, from interactions with instructors, learning outcomes, and communication throughout the program.

6) The Mediating Role of Consumer Satisfaction in the Influence of Service Quality on Consumer Repurchase Decisions

The results of this study indicate that customer satisfaction significantly mediates the influence of service quality on repurchase decisions. This indicates that high service quality does not automatically encourage consumers to return to reading, writing, and arithmetic tutoring services. Instead, service quality must first create a sense of satisfaction, which then becomes the cognitive and emotional basis for consumers repurchase decisions.

Service quality acts as a stimulus that shapes positive consumer perceptions, but repurchase decisions will not be formed without satisfaction as an affective and evaluative response to the service experience. This finding is consistent with research by Suryani and Handayani (2023), which emphasized that customer satisfaction is an important mediating variable in

bridging the relationship between service quality and customer loyalty. In other words, loyalty is not formed solely by good service, but also by the service's ability to provide a satisfying overall experience.

7) The Mediating Role of Consumer Satisfaction in the Influence of Digital Marketing on Consumer Repurchase Decisions

The results of the study show that consumer satisfaction significantly mediates the influence of digital marketing on repeat purchase decisions. This finding indicates that the digital marketing strategy implemented by the literacy, writing, and arithmetic tutoring institution does not directly encourage repeat purchase behavior, but rather must first build satisfaction with the consumer's digital experience. In other words, effective digital marketing must be able to create perceived value, convenience, and a positive emotional connection before ultimately influencing the consumer's decision to reuse the service.

These findings align with research by Ramadhani and Susanto (2023), which states that educational, interactive, and relevant digital marketing can increase customer satisfaction, a key factor influencing repurchase intentions. This means that consumers need more than just promotions or information; they need to feel directly involved, comfortable communication, and clear information to create a positive experience. In the context of tutoring, this can be achieved through child development content, home learning tips, real-time schedule updates, and responsive digital customer service.

Research by Anwar and Hakim (2022) confirms that in the service sector, particularly education, the effectiveness of digital marketing lies in its ability to enhance consumer perceptions of value through prompt service, informative content, and clear communication. Consumers who are satisfied with an institution's delivery of information through social media, apps, or other online platforms are more likely to demonstrate repeat purchase intentions. This suggests that satisfaction stems not only from core services (such as teaching) but also from how institutions build relationships and interactions through digital media.

Thus, customer satisfaction serves as a strategic link between digital marketing activities and customer loyalty. This reinforces the understanding that digital marketing success isn't measured solely by the number of ad views or clicks, but by the extent to which a digital strategy creates a pleasant, meaningful, and valuable customer experience.

For tutoring institutions, the implication is that every digital marketing activity should be directed not only at attracting attention but also at building long-term relationships and improving the customer experience. Activities such as customer testimonials, child progress reports, personalized communication via digital messaging, and educational and solution-oriented content will be more effective if focused on achieving customer satisfaction as the primary goal.

4. Conclusion

Service quality does not directly influence repurchase decisions. This indicates that a positive perception of the services provided by the literacy and arithmetic tutoring institution is not

enough to directly encourage consumer loyalty or repurchase decisions without other reinforcing factors. Service quality has a positive and significant influence on consumer satisfaction. This means that the better the quality of service provided, including aspects of tangibles, reliability, responsiveness, assurance, and empathy, the higher the level of consumer satisfaction with the service. Digital marketing does not directly influence repurchase decisions. Digital marketing strategies that only emphasize promotions or information are not enough to shape consumer decisions to reuse services, without a deep positive experience.

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