

Energizing Value is Powerful Strategy to Intention to Enroll

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Abstract

The Novelty of this research, First The Energizing Value is more powerful than Emotional Value to push into intention to enroll. Second Traditional WOM have influence e-service Quality. This study applies the PLS-SEM analysis method using the Smart-PLS with version 3.2.9. Methodology has a multi equation model, namely Outer Model and Inner Model. In the Outer Model. Respondent from 347 high school student grade 11 and 12 from private High School in Indonesia. Finding and contribution from this research is The Energizing Value has path coefficient 0.245, it is more powerful than emotional value that has value 0.243 to Intention to Enroll, so central marketing from University has make event to increase enthusiastic, motivated, strong or confidence from student in High School, in order to push into intention to enroll. Second the traditional WOM has positive and significant with path coefficient 0.052. So based on this finding than managerial implications are the management has to encourage and motivate, in order to increase proud, exited, active, strong, and enthusiastic from the high school student. The Energizing Value has more powerful than emotional value to encourage high school student to make decision to intention to enroll.

Key Words Energizing Value, Emotional Value, WOM, e-Service Quality, Intention to Enroll.

1. Introduction

The pandemic has changed the order of the learning process and also marketing especially during the pandemic, and now we are just learning the new normal where learning is carried out with hybrid in many universities in Jakarta. Many previous studies have used cognitive factors in helping universities find high school students. This research is important because it examines the way Z generation makes decisions regarding university selection, which is more complicated and future-oriented. Does generation Z rely more on social media marketing or rely on the opinions of their closest family, friends, and/or school counselors in choosing a university? Based on previous

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research, the characteristics of high school students belonging to generation Z have a more impulsive decision-making style. Especially for short-term decision-making, this generation tends to use their emotions. However, if the decision making involves the future, this generation will tend to rely on the opinions of their family and those closest to them (Viswanathan & Jain, 2013).

Recent research related to decision making for intention to enroll based on cognitive or rational factors, such as research conducted by (Le et al., 2020) which states that university selection itself is influenced by job prospects after graduation, university reputation, tuition fees, university entry requirements, quality of teaching, opportunities for scholarships, reputation of graduates, variety of study programs offered, process of admitting new students, university connections to industry, university facilities, expertise of teaching staff, location, public image, and level of difficulty of the course. Furthermore, (Yu & Wang, 2020) state that subjective norms and attitudes affect the intention to enroll. In line with the results of the research above, (Mohamed Nazidin et al., 2019) also stated the same thing that behavior intention is influenced by subjective norms and attitude. Then, the results of research that were still in line were also obtained by (Fazal-e-Hasan et al., 2018) which states that attitude, subjective norms, and value added services are things that influence the intention to enroll. Meanwhile, according to (Simiyu et al., 2020) the intention to enroll is influenced by brand personality and social media marketing. In addition, according to (Hoa & Hang, 2016) image, satisfaction, and perceived value effect to re-enroll intention.

Beside that recent research also the research that influence the intention to enroll by using the emotional value is very limited. (Gottlieb & Beatson, 2018), but according to (Achmadi et al., 2021) the emotional value has been divided into energizing value. The question is whether emotional value or energizing value more powerful to push into intention to enroll, so in this research has aim to test whether emotional value or energizing value are stronger to effect to Intention to Enroll.

2. Literature Review

2.1 Social Media Marketing

Social media marketing (marketing through social media marketing) is defined as activities using social media marketing that have a positive influence on consumers to buy (Chen & Lin, 2019). Marketing through social media marketing can also be regarded as a two-way communication that draws empathy from users, most of whom are teenagers. This can encourage those same emotions at a later age. However, this emotional drive is related to marketing (Kim & Ko,

2012). According to Ajima (2019), marketing through social media marketing is an online application, platform, and social media marketing that allows interaction, collaboration, and sharing of content.

2.2 E-Service Quality

E-service can be defined as the role of service in cyberspace, and according to (Santos, 2003) e-service quality can be divided into use, content, structure, linkage, search and appearance, while according to (Li & Suomi, 2009) it is more of a combining the service quality criteria proposed by (Parasuraman, 1985) with dimensions, assurance, empathy, reliability, responsiveness and empathy, but added by several other dimensions such as security, personalization and information, and in this study using the dimensions proposed by (Li & Suomi, 2009) because it is a combination of offline and online service quality

2.3 WOM

Word of mouth (WOM) is defined as a source that influences interpersonal communication (Le et al., 2020b). According to other researchers such as Oluwafemi and Dastane (2016), WOM is an act of telling stories or sharing experiences carried out by individuals to at least one of their acquaintances. WOM itself is divided into several components such as; frequency of message, reputation of messenger, richness of message, dispersion of conversation, and manner of message delivery (Shedrack Oluwafemi & Dastane, 2016). Finally, according to Bansal and Voyer (2000), WOM can also be regarded as a source of information.

2.4 Emotional Value

According to (Zeithaml, 1988) Perceived value is defined as the evaluation of consumers towards products and services. The evaluation carried out is based on consumer perceptions of the consideration of the sacrifices and benefits obtained from a product or service, on the other hand perceived value stated as a value is often associated with construct values utility price and quality. This Value here is defined as the result of someone's assessment that refers to standards or rules or criteria or norms or goals (Holbrook, 1999). Beside that Holbrook (1999) and Zeithaml (1988), perceived value is also defined as the overall assessment of consumers in assessing the usefulness of a product, based on the perception of the assessment of how much benefit is received compared to the costs incurred. Unidimensional is one dimension when consumers value an item, while multidimensional is a value formed from several components to form consumer value, and is called a consumer value In this study, the perceived value in higher education is Distinguish between emotional value and energizing value

Among the perceived value described above, there is an emotional value factor that influences the decision making of high school students (Gottlieb & Beatson, 2018). Here, the positive emotions that occur in learning are happy, pride, and hope (Lu Li, 2020). However, according to preliminary research conducted by Achmadi et al. (2020), there are positive emotions that increase after an offer or marketing promotion, so there is some of emotion that will energize or activate the student to make action to intention to enroll. For that we need a new construct that represents the emotions that are aroused and can move or inspire someone and are future-oriented to be able to take action.

2.5 Energizing Value

Energizing value is defined as a new construct that represents the emotions that are aroused and can move or inspire someone and are future-oriented to be able to take action. (Achmadi et al., 2021). One of the perceived value is emotional value. In this research in the field of emotion is also supported by research by Kaur et al. (2018) in the field of biotechnology, which states that there is a relationship between emotion and behavior. Emotions activate behavior evoked by hormones and emotions are activated or produced from a thought. Happy thoughts encourage the body to produce endorphins. It is this hormone that ultimately evokes energetic and comfortable emotions, which can drive decision-making actions. Based on this, this study separates positive emotions that activate energetically and are based on happy thoughts. When looking for similarities, energetic can be equated with excited, enthusiastic, active, or strong. Enthusiastic which has the adjective energetic and energetic has an active adjective. Then, inspired has the adjective enthusiastic, which is basically an emotion that moves or activates someone to take an action. Previous studies have focused more on emotional value. However, the emotional value that arises when choosing a university is more complex than when buying goods. Therefore, it is necessary to separate out which values can activate an impetus for decision making (Achmadi et al., 2020).

In terms of the meaning of the word, energizing can be defined as an emotion that causes energy or activates to encourage to make an action. Like the word emotional value, for example, there is emotional value in it. According to Sweeney and Soutar (2001), emotional value is enjoy, relaxed, surprise, and pleasure. Therefore, it takes emotion that can move a person to take action. Initial research conducted by Achmadi, et al. (2020) showed that high emotions after receiving promotions from university marketing were proud, excited, active, strong, and enthusiastic.

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2.6 Social Media Marketing and Emotional Value and Energizing Value (Auliarahman, 2020a) states that there is a significant influence from social media marketing on perceived value. Perceived value divided into functional values, emotional values, and economic values. (Auliarahman, 2020b). Then, according to (Chen & Lin, 2019) social media marketing has a positive and significant effect on perceived value which includes functional value, epistemic value, emotional value, and social value. Thus, based on the three empirical studies above, it can be interpreted that social media marketing (marketing through social media marketing) has a positive effect on emotional value.

Energizing is active or activation can be equated with motivating. Energizing value is defined as an individual's perception of the positive emotions he feels to move and inspire someone and is oriented towards the future. Therefore, energizing can be interpreted as a positive emotion that motivates or moves someone to take an action. As stated by (Richardson et al., 2012) motivation is an individual ability to survive during difficult tasks and the efforts it expends to complete the task. Motivation is an important thing that drives success in the academic field, and this is positively influenced by the use of social media marketing (Barton et al., 2021). In addition, (Mazer et al., 2007) also said that students motivation in using social media marketing has an impact on students' motivation in selecting universities and in learning activities. Thus, the three empirical studies above can be interpreted that social media marketing has a positive effect on energizing value. Based on the above studies, the hypotheses that can be made are as follows:

H1: Social media marketing has positive effect on emotional value.

H2: Social media marketing has positive effect on energizing value.

2.7 WOM to Intention to Enroll

WOM is an influential source of interpersonal communication (Le et al., 2020) and have positively influence to intention to enroll, (Le et al., 2020). Beside that according to (Maulana, 2022), WOM implies that tie strength with the WOM givers and their expertise power are the determining factors in explaining prospective international students' WOM seeking behaviors. Finally base on (Carolyn et al., 2022) WOM is good for university promotion tools.

Based on the above studies, the hypotheses that can be made are as follows:

H3: Social media marketing has positive effect on emotional value.

2.8 WOM to e-Service Quality

Many research has been conducted for WOM is a traditional Word of Mouth that has been influence service quality. And also Service Quality has influence the quality of the university. (Leonnard, 2018). But now after two years all student has been learning from home, so the student had already suitable with online, almost all the student activity in online, so the student enrolled at university via online, so the e-service quality from university has be good . (Leonnard, 2018).

Based on the above studies, the hypotheses that can be made are as follows:

H4: WOM has positive effect on e-Service Quality

2.9 e-Service Quality to Emotional Value and Energizing Value

e-Service Quality is content, structure, linkage, search and appearance, while according to (Li & Suomi, 2009) can be influence the perceived value in higher education. According to (Demir et al., 2020) the e-service quality has significant influence the shaping online meeting platform and it will influence the perception of the quality of learning in higher education. Beside that according to (Chaudhary & Dey, 2021) the service quality has influence the perceived value and also the student satisfaction. Also (Theresiawati et al., 2020) stated that e-service quality has influence the process in online learning in the university and the student perception of the quality of the university.

Based on the above studies, the hypotheses that can be made are as follows:

H5: e-Service Quality has positive effect on Emotional Value

H6: e-Service Quality has positive effect on Energizing Value

2.10 Emotional Value and Energizing Value to Intention to Enroll

(Fazal-e-Hasan et al., 2018) states that there is an influence from perceived value quality on hope. In addition, (Ahn & Kwon, 2020) also state that perceived value includes economic, social, hedonic, and altruistic influences that have a significant effect on positive anticipated emotion. Motivation is a synonym for active or activation which means active, which is also a synonym for energizing value. Motivation and action plans are elements in the construct of hope, which can also be interpreted as driving factors to make a purchase. According to (Fazal-e-Hasan et al., 2018), hope has a positive and significant effect on positive emotions. Followed by (Stephanou et al., 2011), the focus of student motivation is the positive emotions that are created. If seen from this research, it can be said that perceived value has a positive and significant effect on positive emotions, namely Enthusiasm. Enthusiasm is one of the existing indicators of energizing

value. Based on the above studies, the hypotheses that can be made are as follows:

H7: Emotional value has positive effect on Intention to Enroll

H8: Energizing value has positive effect on Intention to Enroll

3. Research Methodology

The empirical study on this research is to examine the factors that affect online learning during the COVID-19 PANDEMI, the object of research is individual students, and the sampling method is non-probabilistic with confidence sampling. The population is students in Tangerang, and the target population is high school students in grades 11 and 12 for the period from 2022 with 242 respondent. Collecting data using google forms, and this research are using Multiple

This study applies the PLS-SEM analysis method using Smart PLSTM version 3.2.9. This PLS-SEM calculation produces two types of models, namely the outer model and the inner model. The outer model describes the relationship between indicators and their latent variables (Hair et al., 2019). The outer model is used to measure the reliability and validity of each indicator of the measured variables. Unlike the outer model, the inner model is a structural model that is needed to assess the quality of the research model by testing the significance of the influence between constructs, such as path coefficient analysis.

3.1. Outer Model

According to Hair et al. (2019), testing the reliability and validity of the indicators measured in the outer model. The reliability test was carried out in the following order. First, the indicators of the latent variables are tested. The value of this outer loading must be greater than 0.708. Second, the construct reliability stage is carried out by looking at the results of Cronbach's alpha and composite reliability calculations, with results that must be above 0.07. After that, to test validity, it is necessary to pay attention to construct validity by looking at the average variance extracted (AVE). The AVE value obtained must be greater than 0.5. Next, enter the discriminant validity testing stage by looking at the heterotrait-monotrait ratio (HT/MT), which has the condition that the number must have a value of < 0.9 .

3.2. Inner Model

Inner model is a structural model that can show the relationship between latent variables in research. The first step that needs to be done is checking the variance inflation factor (VIF) to test the existence of multicollinearity between variables with an ideal value of < 3 . If the value obtained is 3-5, then it is suspected that there is multicollinearity. However, if the value obtained is more than 5, it can

be said that it is in a critical state (Hair et al, 2019). Second, the test is continued by looking at the coefficient of determination or R² which has a value between 0 to 1. The value of this coefficient of determination is an explanation function of the PLS-SEM of the model made. Therefore, the closer the number is to 1, the better it is. The R² level is divided into three, namely the 0.75 level, the 0.5 level and the 0.25 level. The 0.75 level is substantial, 0.5 is moderate, and 0.25 is weak. Then, the third step that needs to be done is to look at the value of Q² or the predictive relevance of a model. This predictive capability is sharpened by using Q²_{predict}. If Q²_{predict} < 0, then the model does not have the ability to predict. Based on this, steps one, two, and three can explain the quality of the model.

Hypothesis testing is the most important step in this research. In this stage, bootstrapping is done to see the relationship and significance between variables. Relationship testing can be done using a one-tail or two-tail method. One-tail relationship indicates that there is a positive influence between variables. Then, this study uses a significance level of 0.05 with a degree of freedom infinity. Therefore, the T-Table for the one-tail is 1,645. Furthermore, this test is continued by comparing the T calculation from the bootstrapping results with the T-Table. If the number obtained is greater than 1,645, it can be interpreted that it has a positive influence. On the other hand, when viewed from the P-Value, the value at < 0.05 can be said to be a significant relationship between variables

3.2 Operationalizes Variable

Indicator	Description	Source
Social Media Marketing		
SM1	Using social media marketing from university is fun.	Simiyu, Bonuke, dan Komen (2019)
SM2	The content displayed on the university's social media marketing is very interesting.	Simiyu, Bonuke, dan Komen (2019)
SM3	Social media marketing from universities allows information sharing with friends.	Simiyu, Bonuke, dan Komen (2019)
SM4	I can share my opinion with the university's social media marketing.	Simiyu, Bonuke, dan Komen (2019)
SM5	My opinion was responded to by the university's social media marketing.	Simiyu, Bonuke, dan Komen (2019)
SM6	Social media marketing at the university allows finding the information I want.	Simiyu, Bonuke, dan Komen (2019)
SM7	I got marketing program information from the university's Instagram.	Simiyu, Bonuke, dan Komen (2019)

SM8	Searching for information through the university's social media marketing is complete.	Simiyu, Bonuke, dan Komen (2019)
SM9	I see comments from netizens in choosing majors	Simiyu, Bonuke, dan Komen (2019)
SM10	I uploaded content from the university's social media marketing to my blog.	Simiyu, Bonuke, dan Komen (2019)
e-Service Quality		
EF1	Information at this site is well organized.	(Li & Suomi, 2009)
EF2	It makes it easy to get anywhere on the site	(Li & Suomi, 2009)
EF3	It enables me to complete a transaction quickly	(Li & Suomi, 2009)
EF4	This site makes it easy to find what I need	(Li & Suomi, 2009)
EF5	This site is simple to use	(Li & Suomi, 2009)
EF6	This site enables me to get on to it quickly	(Li & Suomi, 2009)
EF7	It loads its pages fast	(Li & Suomi, 2009)
SA1	This site is always available for business	(Li & Suomi, 2009)
SA2	This site does not crash	(Li & Suomi, 2009)
SA3	Pages at this site do not freeze after I enter my information	(Li & Suomi, 2009)
FL1	It has in stock the items the company claims	(Li & Suomi, 2009)
FL2	It delivers orders when promised	(Li & Suomi, 2009)
FL3	This site makes items available for delivery within a suitable time frame	(Li & Suomi, 2009)
FL4	It makes accurate promises about delivery of products	(Li & Suomi, 2009)
FL5	It quickly delivers what I order	(Li & Suomi, 2009)
FL6	It is truthful about its offerings	(Li & Suomi, 2009)
PC1	It does not share my personal information with other sites	(Li & Suomi, 2009)
PC2	This site protects information about my	(Li & Suomi, 2009)
	credit card	(Li & Suomi, 2009)
PC3	It protects information about my Web	(Li & Suomi, 2009)
	shopping behavior	(Li & Suomi, 2009)
RS1	This site handles product returns well	(Li & Suomi, 2009)
RS2	This site offers a meaningful guarantee	(Li & Suomi, 2009)
RS3	It provides me with convenient options for returning items	(Li & Suomi, 2009)
RS4	It takes care of problems promptly	(Li & Suomi, 2009)
RS5	It tells me what to do if my transaction is not processed	(Li & Suomi, 2009)
CO1	This site compensates me for problems it creates	(Li & Suomi, 2009)
CO2	It compensates me when what I ordered	(Li & Suomi, 2009)

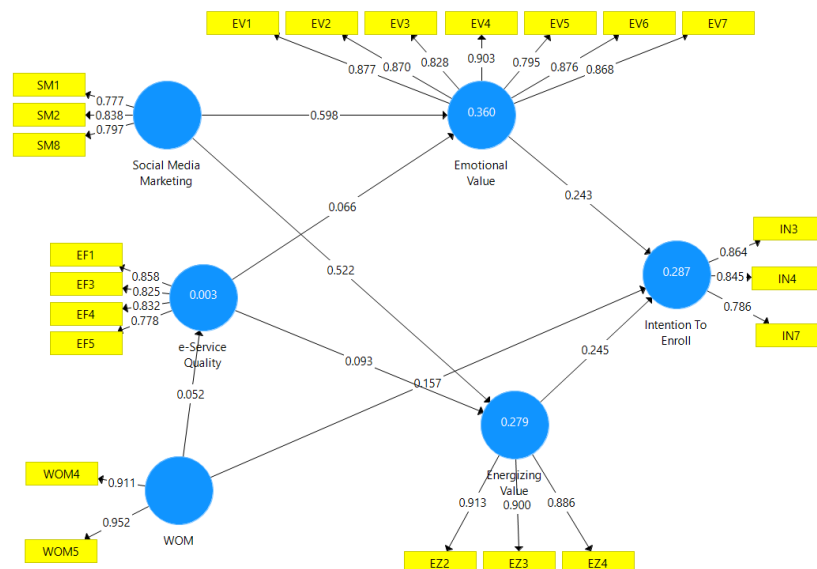
	doesn't arrive on time	(Li & Suomi, 2009)
CN1	This site provides a telephone number to reach the company	(Li & Suomi, 2009)
CN2	This site has customer service	(Li & Suomi, 2009)
	representatives \available online	(Li & Suomi, 2009)
CN3	It offers the ability to speak to a live person if there is a problem	(Li & Suomi, 2009)
CN4	Customer service universitas	(Li & Suomi, 2009)
	Give solution for me ?	(Li & Suomi, 2009)
WOM		
WOM1	I got information about the university from the guidance and counseling teacher	(Nsuworks & Sessa, 2017)
WOM2	Complete information about the university I got from my closest family and friends	(Nsuworks & Sessa, 2017)
WOM3	My consultation with my family, encouraged me to choose a university.	(Nsuworks & Sessa, 2017)
WOM4	My information with friends, prompted me to choose a university.	(Nsuworks & Sessa, 2017)
WOM5	My references with friends, made me sure of my university choice.	(Nsuworks & Sessa, 2017)
Emotional Value		
EV1	I feel happy when I get information from a reputable university	(Sheth <i>et al.</i> , 1991)
EV2	I felt that I got an interesting surprise after getting the information from the promoted university	(Sheth <i>et al.</i> , 1991)
EV3	I feel relaxed after getting the information from the promoted university	(Sheth <i>et al.</i> , 1991)
EV4	I feel happy to get information from the university that was promoted.	(Sheth <i>et al.</i> , 1991)
EV5	I feel happy to get information from universities that match my specialty	(Sheth <i>et al.</i> , 1991)
EV6	Information about the university is of interest to me	(Sheth <i>et al.</i> , 1991)
EV7	I like the information from the promoted university	(Sheth <i>et al.</i> , 1991)
Energizing Value		
EZ1	I was excited after getting the information from the university	(Achmadi <i>et al.</i> , 2020)
EZ2	I felt enthusiastic after getting the information from the university.	(Achmadi <i>et al.</i> , 2020)
EZ3	I feel motivated to take action after getting information from the university	(Achmadi <i>et al.</i> , 2020)

EZ4	I feel optimistic after getting the information from the university	(Achmadi et al., 2020)
Intention to Enroll		
IN1	I am planning to apply to a promoted university	(Fazal-e-Hasan et al., 2018)
IN2	I am interested to apply to the promoted university	(Fazal-e-Hasan et al., 2018)
IN3	I am interested to apply to a reputable university	(Fazal-e-Hasan et al., 2018)
IN4	I am interested in applying to a university with a good ranking	(Fazal-e-Hasan et al., 2018)
IN5	I am interested in applying to a unique university.	(Fazal-e-Hasan et al., 2018)
IN6	I am interested in applying to a prestigious university.	(Fazal-e-Hasan et al., 2018)
IN7	I am interested in applying to an innovative university	(Fazal-e-Hasan et al., 2018)

4. RESULTS

The Outer model is a measurement model to test and evaluate the relationship between indicators and their latent variables. The analysis of the measurement model is divided into 2 parts, namely the reliability test and the validity test.

Figure 4.1 Outer Model



(Source: Result from Smartpls)

If seen from Table 4.1 Outer Loading, where all indicators are reliable because they are more than 0.708. (Hair et al., 2019)

Table 4.1 Outer loading

	Emotional Value	Energizing Value_	Intention To Enroll_	Social Media Marketing_	WOM_	e-Service Quality_	Result
EF1						0.858	Reliable
EF3						0.825	Reliable
EF4						0.832	Reliable
EF5						0.778	Reliable
EV1	0.877						Reliable
EV2	0.870						Reliable
EV3	0.828						Reliable
EV4	0.903						Reliable
EV5	0.795						Reliable
EV6	0.876						Reliable
EV7	0.868						Reliable
EZ2		0.913					Reliable
EZ3		0.900					Reliable
EZ4		0.886					Reliable
IN3			0.864				Reliable
IN4			0.845				Reliable
IN7			0.786				Reliable
SM1				0.777			Reliable
SM2				0.838			Reliable
SM8				0.797			Reliable
WOM4					0.911		Reliable
WOM5					0.952		Reliable

(Source: Result from Smartpls)

If seen from Table 4.2 construct reliability, after the reliability indicator, it will be seen construct reliability, and all constructs are reliable because the AVE is more than 0.5 and Crombach's Alpha is greater than 0.7. (Hair et al., 2019)

Table 4.2. Construct Reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Emotional Value	0.941	0.952	0.740
Energizing Value_	0.882	0.927	0.809
Intention To Enroll_	0.777	0.871	0.693
Social Media Marketing_	0.726	0.846	0.647
WOM_	0.851	0.929	0.868
e-Service Quality_	0.846	0.894	0.678

(Source: Result from Smartpls)

4.3 Heterotrait-Monotrait Ratio (HTMT)

Then from Table 4.3 Heterotrait-Monotrait Ratio (HTMT) it can be seen that the validity of the inter-constructs can be seen in the HTMT, where all values are smaller than 0.9, where there is no multicollinearity. (Hair et al., 2019)

Table 4.3 Heterotrait-Monotrait Ratio (HTMT)

	Emotional Value	Energizing Value_	Intention To Enroll_	Social Media Marketing_	WOM_	e-Service Quality_
Emotional Value						
Energizing Value_	0.862					
Intention To Enroll_	0.575	0.580				
Social Media Market	0.717	0.647	0.534			
WOM_	0.391	0.330	0.380	0.267		
e-Service Quality_	0.063	0.090	0.104	0.097	0.055	

(Source: Result from Smartpls)

Then from Table 4.4 Inner VIF then everything is between 1-3 so it is valid. (Hair et al., 2019)

Table 4.4 Inner VIF

	Emotional Value	Energizing Value_	Intention To Enroll_	Social Media Marketing	WOM_	e-Service Quality_
Emotional Value			2.751			
Energizing Value_			2.622			
Intention To Enroll_						
Social Media Market	1.000	1.000				
WOM_			1.147			1.000
e-Service Quality_	1.000	1.000				

(Source: Result from Smartpls)

Then from Table 4.5 R-Squared, it can be seen that the R-Squared of Intention to Enroll is 0.454 or 45.4% which is included in the weak

predictive accuracy as well as Negative Emotional value of 5.8% and Epistemic value of 44.7% and Functional Value of 42.2%, and e-service quality because it is less than 19.7% and e-service quality has 5.8 %

Table 4.5 R-Squared

	R Square	R Square Adjusted
Emotional Value	0.360	0.356
Energizing Value_	0.279	0.274
Intention To Enroll_	0.287	0.281
e-Service Quality_	0.003	0.000

(Source: Result from Smartpls)

Table 4.6 Bootstrapping

Hypothesis		Original Sample (O)	T Statistics	P Values	Result
H1	Social Media Marketing_ -> Emotional Value	0.598	13.386	0.000	Supported
H2	Social Media Marketing_ -> Energizing Value_	0.522	11.901	0.000	Supported
H3	WOM_ -> Intention To Enroll_	0.157	2.827	0.002	Supported
H4	WOM_ -> e-Service Quality_	0.052	0.787	0.216	Not Supported
H5	e-Service Quality_ -> Emotional Value	0.066	1.447	0.074	Not Supported
H6	e-Service Quality_ -> Energizing Value_	0.093	1.718	0.043	Supported
H7	Emotional Value -> Intention To Enroll_	0.243	2.685	0.004	Supported
H8	Energizing Value_ -> Intention To Enroll_	0.245	2.956	0.002	Supported

(Source: Result from Smartpls)

From Table 4.6 Bootstrapping, it can be seen that all paths have a positive effect because the T-statistic > 1.645 with a significant level of 0.05 and p value < 0.05 so it is significant, two path has a p-value < 0.05. (Hair et al., 2019)

6. CONCLUSION

This research has confirmed the novelty on this research The Energizing Value has been more powerful than Emotional Value, based on base coefficient from Energizing Value to Intention to Enroll is 0.245 more than Emotional value that has value 0.243, and The Energizing Value has positive and significant influence to Intention to Enroll. Second WOM has positive and significant influence to e-service quality with path coefficient is 0.052. The third WOM has positive and significant influence to intention to enroll. So based on this finding

than managerial implications are the management has to encourage and motivate, in order to increase proud, excited, active, strong, and enthusiastic from the high school student. The Energizing Value has more powerful than emotional value to encourage high school student to make decision to intention to enroll.

7. Limitation and Further Research Suggestion

The limitation on this research is this research is only in Jakarta, and Tangerang mostly, so it can be wider to other city in Indonesia. For Further suggestions is the research also can conduct in the a new normal situation

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