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**INTERNATIONAL
CONFERENCE
ON ACCOUNTING
& BUSINESS**

Ethics and Integrity in Accounting and Business: Building Trust in an Intricate World

ORGANISED BY:

**FACULTY OF ACCOUNTANCY, UiTM PERAK BRANCH
TAPAH CAMPUS**

In Collaboration With

PROCEEDINGS OF THE 2ND INTERNATIONAL
CONFERENCE ON ACCOUNTING AND BUSINESS

(ICAB2024)

Ethics and Integrity in Accounting and Business: Building Trust in an Intricate World

e ISBN 978-967-2776-35-2

FACULTY OF ACCOUNTANCY
UNIVERSITI TEKNOLOGI MARA, PERAK BRANCH, TAPAH CAMPUS, MALAYSIA

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Perpustakaan Negara Malaysia

Cataloguing in Publication Data

No e-ISBN: 978-967-2776-35-2

Cover Design: Graphic Design and Web Page Team
Typesetting : ICAB 2024 Proceeding Team

Muslim Student Perceived Value on Viral Marketing Intention for Educational Institution Mediated by Student Satisfaction

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Abstract

This study takes a comprehensive approach as it constructs and assesses an integrative model to investigate the connections between Muslim students' perceived value, satisfaction, behavioral intentions, and willingness to conduct viral marketing for their educational institution. The thoroughness of the research process instills confidence in the validity and reliability of the findings. To achieve the objective, the authors conduct an exploratory analysis of data gathered through focus group discussions and surveys with Muslim college students in one of the best Pesantren-Based colleges in east Jakarta to identify the perceived value, indicators, and type of viral marketing activities the students are willing to engage in. This proposed research used a robust mixed methodology, which includes a qualitative approach FGD and survey to result in variables and indicators, and a PLS-SEM model to ensure validity and reliability. The variables are solely from the perceived value of 128 Muslim students and are mediated by satisfaction. Data from surveys was used to evaluate the model using the PLS-SEM. The result shows that Muslim students' perceived value, especially quality, price, social value, and Islamic attributes, is an antecedent of Muslim student satisfaction, and perceived quality is the only variable that positively affects student intention to do viral marketing activity.

Keywords

Muslim Students Perceived Value, Muslim Student's Satisfaction, Viral Marketing

1.0 Introduction

In the contemporary social media era, educational institutions increasingly utilize viral marketing strategies (Kolarovszki et al., 2016; Madudova et al., 2016) to promote offerings and attract prospective students (Grenčíková et al., 2018). It represents a word-of-mouth form of marketing in social and multimedia networks (Janouch, 2010; Madlenak et al., 2017). This trend of social media is particularly evident in Indonesia, a diverse and culturally rich nation where the educational landscape is evolving rapidly. Within this context, understanding the effectiveness of viral marketing lies in the fact that it conveys an implied endorsement from social ties (Mochalova & Nanopoulos, 2014).

Perceived value shapes individuals' perceptions and behaviors toward products, services, or offerings. In the context of educational marketing, perceived value encompasses various dimensions, including social (Jafari & Aliesmaili, 2013; Maniu & Maniu, 2014; Mehboob et al., 2012), academic quality (Ramalu et al., 2013), institutional reputation (Maniu & Maniu, 2014; Ramalu et al., 2013; Winn et al., 2014), program relevance (Agrey & Lampadan, 2013; Jafari & Aliesmaili, 2013; Misran et al., 2012; Winn et al., 2014),

affordability (Jafari & Aliesmaili, 2013; Maniu & Maniu, 2014; Mehboob et al., 2012; Ramalu et.al. 2013), and cultural compatibility (Agrey & Lampadan, 2014).

For Muslim students in Indonesia, the perceived alignment of educational offerings with Islamic principles and values significantly influences their evaluation of viral marketing campaigns initiated by academic institutions (Askar et al., 2023). Muslim students represent a significant demographic within the Indonesian educational system, characterized by their unique cultural, religious, and socio-economic backgrounds. Many factors, including religious beliefs, cultural values, and personal preferences, influence their decision-making processes regarding educational choices. The core issue being addressed is how well these marketing campaigns resonate with the values and beliefs of Muslim students. The study explored how alignment with Islamic principles in marketing efforts could determine these campaigns' effectiveness. This implies that Muslim students may be more likely to engage with and respond positively to marketing efforts that they perceive as consistent with their religious and cultural values.

As for the role of satisfaction, the study also examines whether the satisfaction of Muslim students—stemming from this perceived alignment—influences their overall engagement with marketing activities. Satisfaction could be a critical factor in determining how effectively these campaigns attract and retain the interest of this demographic. Suppose Muslim students are satisfied with how an institution's offerings align with their values. In that case, they may be more inclined to engage with and share the marketing content, amplifying its viral potential. Moreover, satisfaction is a crucial mediator between customer value and behavioral intention (Wahyuningsih, 2021). A positive educational experience, characterized by academic excellence, supportive learning environments, and opportunities for personal and cultural enrichment, enhances students' satisfaction with their chosen institution. This, in turn, reinforces their perception of the value provided by the institution and their likelihood to engage as subjects with viral marketing content. This study is significant because, while previous research has enhanced our understanding of how students' perceived value and satisfaction (Eid & El-Ghohary, 2015) influence their intention (Wahyuningsih, 2021) to engage in viral marketing for their college, it has not fully explored whether satisfied Muslim students will actively transition from being mere recipients of viral marketing to becoming active promoters of it. This study aims to bridge that gap by addressing the following research questions:

- RQ1. What are Muslim Students' Perceived Value dimensions considered when selecting a university?
- RQ2. How do Muslim students perceive the value dimension of viral marketing intention?
- RQ3. Does student satisfaction affect their intention to engage in marketing activity?

By exploring the interplay between Muslim students' perceived value, student satisfaction, and viral marketing intention among Muslim students in Indonesia, this research seeks to shed light on the underlying mechanisms driving their engagement with educational marketing initiatives. Insights derived from this study can inform the development of more targeted and culturally sensitive marketing strategies, enabling educational institutions to better connect with and meet the needs of Muslim students in Indonesia. Additionally, this research contributes to the broader understanding of Muslim students as objects and subjects of viral marketing dynamics within the educational context, providing valuable implications for theory and practice in educational marketing.

2.0 Literature Review

2.1 Muslim Students Perceived Value

Universities must consider the requirements and implications of an incoming student body representing various religious traditions (Chen et al., 2019). Eid (2013) has stated that it is essential to study value from an Islamic perspective because, in the Islamic faith, the boundaries of the spiritual and secular are transcended. The Islamic holy book (the Qur'an) guides all aspects of human activity; thus, religion influences individuals' choices between various educational institutions. Therefore, due to the requirements of Islamic Shari'ah, an assessment of the value of education services by Muslim Students entails an entirely different process from a secular assessment.

Observing Shari'ah principles is a fundamental requirement for every Muslim, as adherence to these principles governs religious practices and daily conduct, including consumer behavior and lifestyle choices. As highlighted by Hashim et al. (2007), the sensitivity to applying Shari'ah principles is critical, as religious deeds are only acceptable if conducted appropriately. For example, regular prayers must be performed in clean, excrement-free surroundings, and Muslims are encouraged to avoid excessive consumption and indulgence. Further, Shari'ah principles strictly prohibit activities such as adultery, gambling, consuming pork and other Haram foods, selling or drinking alcohol, and wearing inappropriate dress, as noted by Zamani-Farahani & Henderson (2010). These prohibitions significantly shape the values and behaviors of Muslim individuals, including students, and are central to their decision-making processes.

In the context of the current research, the adherence to Shari'ah principles underscores the importance of aligning educational offerings and marketing strategies with Islamic values. The study extends the existing body of knowledge by investigating how viral marketing campaigns resonate with Muslim students when these campaigns are perceived as aligned with Shari'ah principles. It integrates the understanding that for Muslim students, religious adherence is not just a personal obligation but a critical factor influencing their satisfaction and engagement with educational institutions.

Since defining concepts of Muslim student's perceived value is multifaceted and complicated (Huber et al., 2001) and characterized as fragmented (Woodruff, 1997) in this research, value is defined as the difference between benefits and sacrifices (Eggert & Ulaga, 2002; Ha & Jang, 2010; Lapierre, 2000; Snoj et al., 2004; Ulaga & Chacour, 2001; Vander Haar et al., 2001; Walter et al., 2001). In the context of educational services in higher education, students' value is oriented not only toward perceptions of benefits they receive (Lapierre, 2000; Monroe, 1990) but also religious beliefs and practices (Marks & Dollahite, 2001) and students' satisfaction (Eggert & Ulaga, 2002) as the primary consumers of services educational services. These are defined from the customer's perspective (Monroe, 1990) and include monetary terms (Anderson et al., 1993) and non-monetary terms such as energy, time, and effort (Hutchinson et al., 2009; Lapierre, 2000).

Research on campus atmosphere has demonstrated that campus life impacts academic performance, particularly in higher education. According to Seggie and Sanford (2010), a supportive environment enhances the quality of instruction and learning. It motivates all participants to use the remarkable experiences and possibilities universities provide. More interfaith understanding and the growth of cooperative attitudes toward peers who practice different religions are also encouraged in such an atmosphere (Rockenbach & Mayhew, 2014). Even research results found that colleges now really pay

attention to the crucial aspects of satisfaction due to the student's desire to get quality educational services that are optimal and in line with expectations, which influences student loyalty (Ali, F., 2016).

In addition to facing challenges common to all Muslim students, they face entirely different challenges. Although they come from various provinces and regions with distinctive cultural and linguistic customs, they share a common religious practice of Islam. Many Muslim students experience a deficiency of respect or familiarity with their spiritual practices and face internal and external problems in their adherence to Islam (Nasir & al-Amin, 2010). Some practicing Muslims are identifiable by their culture, language, and dress. This can lead to direct and indirect discrimination from organizations, including educational institutions (Gillborn, 1996). Muslim students have reported uneasiness and discomfort in carrying out their publicly visible Islamic duties, such as prayer, fasting, modest dress, and non-consumption of alcohol. Some studies have shown that Muslim students continuously encounter false assumptions held by students, staff, and teachers that affect their integration into co-curricular activities and social spaces on campus (Cole & Ahmadi, 2003; Nasir & al-Amin, 2010; A. et al., 2017).

2.2 Viral marketing

For over two decades, the idea of viral marketing has been explored in literary works. Jeffrey Rayport (1996) was the first to introduce this word. Any tactic encouraging people to spread a marketing message to others and potentially increasing the message's dissemination and penetration is considered viral marketing (Kirby, 2006). Like viruses, these tactics replicate quickly to reach a larger audience (Vilpponen et al., 2006; Kirby, 2006). Electronic word-of-mouth (eWOM) is a consumer tool on social networks and media (SNM) websites (Gunawan & Huarng, 2015). (Chu, 2009) defines eWOM as "exchanging marketing information among consumers online."

According to Kotler (2009), viral marketing is a marketing technique that aims to make people voluntarily want to convey marketing messages to each other. In viral marketing, satisfied consumers will conduct marketing for the product or service so that the marketing efforts and costs incurred by the company will be minimal or reduced. Companies develop viral marketing, while consumers create eWOM (Phelps et al., 2004). As stated differently, eWOM results from viral marketing and acts as the cause. Ferguson (2008) states, "Viral marketing builds awareness and buzz and can take the form of influencer marketing programs, community-building portals, viral videos, and street-level guerrilla campaigns." Viral advertising aims to increase market acceptance through peer-to-peer communication between customers and companies (Ho & Dempsey, 2010; Madleňák, 2007). Research shows that information about products obtained through internet users' online chats is more intriguing than information supplied by marketing firms (such as large corporations' websites) (Bickart & Schindler, 2001).

The term viral marketing is mainly taken for one of the so-called word-of-mouth. Word-of-mouth marketing is described as "giving reasons to people to talk about the product and facilitate the conversation" by the American Association. Recently, social media, in particular, fits this description. Viral marketing is a virus that spreads among humans as an infection. It moves, grows, and can infect the environment (Godin, 2000). Thus, the development of disseminating product information for verbal or electronic product propagation with relatively cheap and effective (Blazkova, 2015) can be defined as viral marketing (Helm, 2000). The electronic method makes Faster information sharing possible, which is why Internet marketing benefits

from it. It might include an image, a video, a text, or a presentation. Email and other platforms, such as social networks, blogs, and discussions, enhance sharing (Fabus & Fabusova, 2016).

The five types of viral marketing that Blake Rohrbacher identified in 2000 are Value Viral, Guile Viral, Vital Viral, Spiral Viral, and Vile Viral (Janouch, 2010). These categories are still in use today. Universities frequently think about using viral marketing for every advertisement that is discussed. Nonetheless, this categorization—the final category examines viral marketing from a negative angle, while the first four discuss positive viral marketing—explains the nature of viral marketing. This marketing activity impacts customer satisfaction and customers' behavioral responses (Gounaris & Stathakopoulos, 2001). The results support the direct effects of customer satisfaction on three criterion variables (decision to stay with the existing service provider, engagement in word-of-mouth communications, and intentions to switch service providers).

2.3 Student Satisfaction

There has been extensive research on customer satisfaction over many years. Companies have considered customer satisfaction as a critical strategic indicator of a company's success and long-term competitiveness (Anderson et al., 2008; Law et al., 2004; Luo & Homburg, 2007). So highly is it regarded that many service companies spend as much as half of their research budget on measuring customer satisfaction (Wilson, 2002). Research into customer satisfaction for educational institutions comes into five indicators (Athanasopoulos et al., 2001), which refer to Gaspersz Theory (Gaspersz, V. (2007). First, Tangible, the availability of physical facility, employee, and communication media; Second is the Reliability aspect (lecturer and academic staff) (Udjang & Subarjo, 2019); Third is the responsiveness of lecturer and academic staff (Nurjannah, 2020; Udjang & Subarjo, 2019); Four is Assurance, the behavior of academic staff and lecturer must create trust and safety to students and parents (Arifin et al., 2012; Bhakti & Rahmawati, 2017), Five is Empathy, academic staff, and lecturers must give personal attention to understand student need (Indrajit, 2020).

For these reasons, many organizations have focused on studying customer satisfaction. Furthermore, higher customer satisfaction insulates current customers from competitors enhances a firm's reputation in the marketplace, and lowers the costs of attracting and transacting with new customers (Bodet, 2007). From the above advantages, customer satisfaction leads to profitability (Luo & Homburg, 2007). This agrees with Rust and Zahorik (1993), who empirically tested the subsequent links from customer satisfaction to individual loyalty, aggregate retention rate, market share, and profits. They also point out that the retention rate is the most essential component of market share and is driven by customer satisfaction.

Customer satisfaction has been a popular topic in marketing for more than 30 years without the emergence of a consensual definition of the concept (Host & Knie-Andersen, 2004). Standards of comparison may include expectations, ideals, competitors, other service categories, marketer promises, and industry norms. Customer satisfaction is pleasure or disappointment when comparing a brand's service, product, or performance. Satisfaction is felt when the service, product, or performance has exceeded consumer expectations (Kotler & Keller, 2021). In this study, we adopt the definition put forward by Anderson et al. (2008) and Luo and Homburg (2007), which argues that customer satisfaction is “an overall post-purchase evaluation.” This definition focuses on post purchase perceived product performance compared with pre-

purchase expectations. This choice allows us to make a more apparent distinction between value and satisfaction.

2.4 Hypothesis Development

Derived from FGD analysis on the multidimensional nature of Muslim students' perceived value, we can assume that positive and negative value dimensions could positively and negatively affect Muslim students' perceived value construct. Thus, the six dimensions of the study (Sanchez, 2006) could be considered: among them, we choose functional value (quality and price), emotional value, and social value. Nevertheless, considering the unique nature of Muslim students, we shall add another positive input to the perceived value of Islamic attributes (Eid & El-Ghohary, 2015). Based on the considerations discussed above and the convergent outcomes observed in previous research, this study developed the following hypothesis:

- H1: Muslim student's perceived quality will have a positive impact on student satisfaction
- H2: Muslim students perceived the cost will have a positive impact on student satisfaction
- H3: Muslim student's emotional value will have a positive impact on student satisfaction
- H4: Muslim student's social life - responsibility will have a positive impact on student satisfaction
- H5: Muslim students' perceptions of Islamic attributes value will have a positive impact on student satisfaction

Based on the literature review, we also propose the following hypothesis to investigate whether these perceived values serve as a type of relationship-switching barrier that operates in part independently from satisfaction and directly influences marketing intention.

- H6: The perception of quality has a positive impact on student viral marketing intention
- H7: The perception of price has a positive impact on student viral marketing intention
- H8: The perception of emotional value has a positive impact on student viral marketing intention
- H9: The perception of social value has a positive impact on student viral marketing intention
- H10: The perception of Islamic attributes has a positive impact on student viral marketing intention
- H11: Student satisfaction has a positive impact on student viral marketing intention

3.0 Methods

The research uses a mixed-method approach with two stages: FGD, Survey, and PLS-SEM. The purpose of the FGD was to create a narrative and a more descriptive story about the subject under study (Tracy, 2012, p. 168) and to obtain operational variables indicating variable (X), namely Muslim Student perceived value, variable (Y), Student satisfaction, and variable (Z), Viral Marketing activity intention. On the other hand, an effort was made to validate the results using the questionnaire survey. Because the study is exploratory, data from the questionnaire were analyzed using descriptive analyses and PLS-SEM, while data from focus group discussions were analyzed using theme analysis.

In the first stage, we performed an FGD with students to create instruments before data collection. For this study, we invite ten students from STAI Minhaajurosyidin Jakarta, one of the best Pesantren-based colleges in East Jakarta, to get more insight. They are Muslim college students majoring in Islamic Family Law and Islamic Economics.

One of the researchers served as the FGD moderator, and another helped record and organize the meetings and output. The moderator opened the discussion, explained the purpose of the focus group meeting, and specifically provided questions about the perceived value of an educational institution. The moderator's job was to get the conversation going and keep it going. Following Bader and Rossi (2002), we separated the FGD questions into three categories: engagement, exploration, and exit.

In detail, the questions offered as below:

- Engagement Question

Q1. Are there particular criteria for selecting an educational institution to continue their study?

Q2. Can you put them in order of priority? Which one is more important than the others?

- Exploring Question

Q3. Can you explain what each of the variables above includes?

Q4. What are the indicators of student satisfaction while studying at your campus?

Q5. Can you explain whether your satisfaction influences the intensity of marketing on your campus?

- Exit Questions

Q6. What kind of campus marketing activities are you willing to do?

We use deductive coding to develop data by categories generated from the literature and from theory (Bingham & Witkowsky, 2022). Based on the participants' comments, we triangulated them with previous research by Eid and El-Ghohary (2015). Those labels are perceived quality, value for money, emotional value, social value, Islamic attributes (physical and non-physical), Satisfaction, and Behaviour intention.

3.1 Sample

This second stage of this study, using purposive sampling, will explain the effect of Muslim students' perceived value on their college's intention to engage in viral marketing activity, with student satisfaction as an intervening variable. The subjects in this study were Muslim College students with any educational college degree. We used a purposive sampling of 128 Muslim students who participated in the survey. The instrument was distributed online through Google Forms. The questionnaire used in this study consists of two parts. The first part concerns the respondents' demography. The second part asks about the importance of operational variables from FGD Data using a five-point Likert scale, starting from 1 (strongly disagree), 2 (disagree), 3 (Neutral), 4 (agree), to 4 (strongly agree). This research was conducted from June 2024 to July 2024. The Research framework of this study is shown in Figure 1.

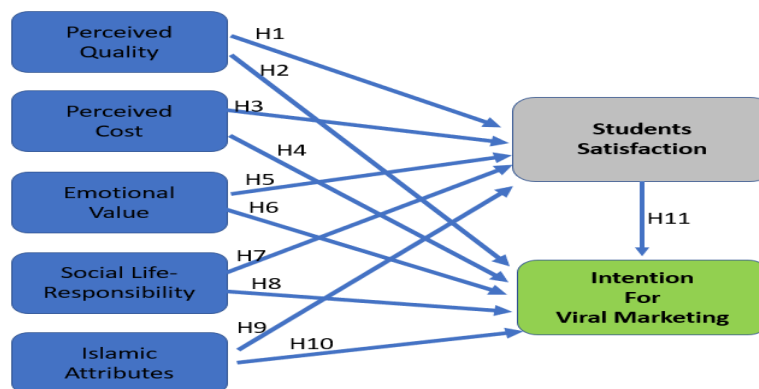


Figure 1. Conceptual Framework

3.2 Tools

For this research, we use Smart-PLS software to analyze Partial Least Square (PLS). The analysis results must comply with the criteria for the Validity Construct Test (Table 1) and Goodness of Fit Test (Table 2).

Table 1: Rule of Thumb Validity Construct Test

Test	Parameter	Rule of Thumb
Convergent validity	Loading Factor	> 0.6 for Exploratory Research
	Average Variance Extracted (AVE)	<ul style="list-style-type: none"> • > 0.5 for Confirmatory & Exploratory Research
Discriminant validity	Cross Loading	Loading Indicator > All Cross Loading
	AVE root square & Correlation among Latent Construct	AVE Root square > Correlation between Latent Construct
Reliability	Cronbach's Alpha	<ul style="list-style-type: none"> • > 0.6 accepted for Exploratory Research
	Composite Reliability	<ul style="list-style-type: none"> • 0.6 – 0.7 accepted for Exploratory Research

Sources: Chin, 1998; 2010; Hair et.al., 2011; 2012

Table 2: Rule of Thumb Uji Goodness of Fit Model

Criteria	Rule of Thumb
R ²	0.67, 0.33 & 0.19 show strong model, moderate & Weak respectively (Chin, 1998) 0.75, 0.50 & 0.25 show strong model, moderate & Weak respectively (Hair et al., 2011)
Effect Size f ²	0.02, 0.15, and 0.35 show Small, Medium, and big
Q ² predictive relevance	Q ² > 0 shows that the model has predictive solid relevance Q ² < 0 shows that the model has less predictive relevance
q ² predictive relevance	0.02, 0.15 & 0.35 show: weak, moderate & strong
Significance (two-tailed)	t-value 1.65 (significance level = 10%) t-value 1.96 (significance level = 5%) t-value 2.58 (significance level = 1%)

Sources: Chin, 1998; 2010; Hair et.al., 2011; 2012

4.0 Result and Discussion

The first stage of FGD analysis shows that most participants in this study use Perceived value as the primary tool for selecting a university. The FGD participants generally agree that perceived value is a critical assessment tool.

For example, students pay attention to professional lecturers, good facilities, sound campus information systems, and administration staff responsiveness related to the perceived quality factor. In particular, a participant illustrates that:

“In short, the campus must have good lecturers who can deliver material and education costs and promote a good and healthy social and religious life.”

Moreover, the FGD analysis also revealed that Muslim students consider quality, cost, social life environment, and physical attributes essential tools, as they said that the factors are applied in assessing college. However, some participants stated that even though they consider all of the above factors necessary, only three are considerable in practice: quality, cost, and physical attributes.

“In terms of university assessment, we are considering all . . . However, according to what we have done in the past, we only use three main characteristics: quality, cost, and physical attributes.”

Interestingly, although the factors above are considered to be the main factors when selecting a campus by Muslim students, one criterion, which is quality, is the most critical factor, as prioritized and described below:

“We use all the criteria [. . .]. However, we stressed one particular criterion, namely quality.”

The next part describes a more detailed analysis of the findings for each factor. In addition, the data revealed two other important factors considered in campus selection, namely emotion and Islamic Non-Physical Attributes.

4.1 Perceived Quality

Quality is an important factor considered by participants when selecting a campus. The prospective campus's perceived quality is assessed to determine whether participants can meet their expectations during the study. One participant in the FGD said that this factor is related to the integrity of professional lecturers. As the learning material will be delivered to the students, they argue that the lecturers should be linear and expert in their field. Another participant stressed that quality relates to the availability of learning facilities, such as classrooms, libraries, and computer laboratories. One participant added the importance of physical facilities, such as building appearance, parking, and vehicle parking, as students will feel at ease when entering campus.

Furthermore, another participant stated that campus administration services such as registration and tuition fee payment are also essential. One participant said, for us, the speed and hospitality of campus administration is potential that may rule out other criteria. Additionally, the hospitality of the campus administration process should be effortless to understand when students submit registration since it is the first engagement between the campus and students. The staff and lecturers' responsiveness and speed when responding to questions, suggestions, student complaints, and critical points used to assess campus perceived quality are among them. Similarly, another participant said academic websites, portals, and information systems must be implemented since they reflect the university's openness to stakeholders. In addition, another FGD participant also highlighted the existence of academic guidance, work training, and soft skill development programs.

These findings align with Chang and Wildt (1994), where quality, according to most participants, has a significant role in perceiving value. Quality evaluation can determine the extent to which a potential student may continue to submit the registration. FGD also revealed that quality could be based on a student's learning process and track record in the after-work environment.

4.2 Perceived Cost

Regarding cost, value refers to the sacrifice students make during their study. According to Monroe (1990, p.88), sacrifice in the context of perceived value is defined as “perceived total costs to the buyer. The FGD revealed that students compare the fee being charged and the service quality provided, whether it is value for money or not. The FGD also revealed that students compared the facilities they received proportionally with the tuition fees charged.

“Price follows the quality offered.”

One participant also said that cost must be deconstructed into students' financial capabilities. For those who have financial difficulties, the university must provide waivers. These flexible support options ensure that students can complete their studies on time. It can be summarised that students perceived sacrifices are the loss derived from the product or service due to the increment of its perceived short-term and long-term costs (Wang *et al.*, 2004, p. 172).

4.3 Emotion

In this FGD, we also examine emotion as a function of performance and influence satisfaction (Oliver, 1997; Yi, 1991). Previous research proposes that the satisfaction process occurs in a series of well-defined steps in which the consumer forms expectations about the product's likely performance, evaluates the product's actual performance, and compares performance to expectations. If performance is equal to their expectations, consumers experience confirmation of their expectations; if performance is more excellent than their expectations, consumers experience positive disconfirmation; and if performance is less than their expectations, consumers experience negative disconfirmation.

The FGD revealed that most participants feel comfortable segregating men and women.

“My campus gave me a positive feeling since there is gender segregation. I have more flexible and spacious activities without fear of being exposed to the opposite gender.”

Additionally, some participants agreed that the campus has a policy to prioritize gender equality, which is considered fair treatment for them. This includes equal access to facilities, academic opportunities, and protection against discrimination or sexual harassment.

“We have no worries about sexual harassment since the campus strictly legitimates a code of conduct for students and academic staff based on the Sharia perspective. All students are treated the same, and there are boundaries between men and women. We are more focused on studying and completing it.”

4.4 Social Life - Responsibility

Social life condition analysis is performed to assess the socio-economic situation of Muslim students that may affect their satisfaction with the institution. The campus is renowned for being a varied setting and an essential location for daily interactions with students from different origins (Bennett *et al.*, 2013). Previous studies on students focus on cross-cultural adaptation in an academic setting and language problems (Bebe, 2012; Yu, 2010). Muslim students and the challenges that they face, such as cultural adjustment, language communication problems, lack of accommodation for religious practices, social integration, academic issues, problems in daily life, homesickness, etc. All of these problems can be manifested in an inability to sleep, depression and anxiety, and loss of self-esteem and homesickness (Rajab *et al.*, 2014).

According to the FGD participants, a social condition assessment will affect social integration and problems in daily campus life. Furthermore, the FGD revealed that condition assessment of social life is essential in minimizing racism, bullying, and conflict. This factor can be evaluated by assessing the campus assimilation program to overcome or anticipate student social life problems.

“My friends come from various ethnicities and provinces in Indonesia. So, we cannot choose. We must get along.”

Moreover, students also suggest that the campus have social activities for the community since this will show care for others and encourage them to practice helping others.

“Every Ramadhan and Idul Adha, we often give and share zakah and charity with local communities.”

“We are perceived as good students since our campus has a social responsibility to the local community.”

Additionally, some participants agreed that social empowerment, which involves caring for and helping others, is valuable in Islam and belongs to noble deeds.

4.5 Physical and non-physical Islamic Attributes

Previous research indicates that various measures of customer value positively correlate with satisfaction (Spiteri JM, 2004). However, none of these measures include items similar to the Muslim student attribute value concept. For instance, studies conducted by (Battour, 2012) identified Islamic attributes that may attract Muslims, such as prayer facilities, halal food, Islamic dress codes, and Islamic education.

FGD analysis also shows that Muslim students highly consider the Shariah compliance of educational institutions. Religious practices such as prayer must be performed in clean surroundings, and the ablution process must also be conducted using clean water and excrement.

Therefore, university facilities such as toilets are crucial.

“The clean and excrement-free facility for Shalat is crucial and must be signed.”

“Water must flow and be enough to purify.”

FGD also found the influence of students' religiosity on halal food consumption behavior (Hidayat et al., 2023). One participant also comments about attributes such as signs or separated boards showing gender segregation for toilets, classrooms, gangways, and streets.

“The canteen and food stall must be halal regarding the end products, the ingredients, and how the food is processed.”

“We need a sign to show which direction of boys' and girls' toilets, classrooms, or public streets they can walk by.”

One participant added that the banking provided for administration purposes should not be used contrary to the Qur'an and Sunnah values. Regarding services, businesses should be free from gambling, gharar (not clear contracts), haram (the essence and way to get or produce it), shikar (hoarding), riba (interest), and Irish (bribe).

“My campus already uses and has cooperation with Sharia Bank for administration.”

Regarding nonphysical attributes, the author focuses on the availability of Islamic study and curriculum, as well as manners and communication skills.

“Integrating Islamic values into the curriculum has helped me understand how to apply my faith professionally and personally. This includes Islamic ethics and principles, enriching my learning experience. The curriculum emphasizes academic excellence and spiritual growth, effectively balancing the two.”

“We are encouraged to practice adab (Islamic etiquette) in our interactions, which fosters a respectful and harmonious environment.”

“Regular Islamic study sessions and seminars have greatly enhanced my knowledge and understanding of my faith.”

4.6 Student Satisfaction

The satisfaction criterion identifies and assesses how students feel about their campus and whether it fulfills their expectations. Some participants said they felt comfortable and happy about the lecturer and made more friends. Additionally, some participants also highlighted facilities.

“The lecturers here are approachable and supportive, making learning enjoyable and fulfilling.”

“I have made some of my best friends on this campus; the camaraderie among students is fantastic.”

“The student center and recreational facilities provide great spaces for socializing and relaxation.”

Some participants also discussed accessibility and tuition fees.

“I often ride my motorcycle to my campus, so the roads leading to it must be smooth and hassle-free. It is also easily accessible by public transportation.”

“We pay tuition fees of Rp. 4 million per semester, which is quite reasonable. Moreover, the administrative processes, such as enrollment, fee payment, and scholarship information, are straightforward and user-friendly.”

Some participants also put Islamic values, comfortability, and social life.

“We are looking for the Pesantren Campus, so it must adhere to Islamic principles in its policies and practices, which will make us feel respected and valued.”

“There are plenty of clubs and organizations where I can meet like-minded people and form lasting friendships.”

“The facilities are clean and well-maintained, contributing to a comfortable, safe, welcoming atmosphere that makes me feel at ease while studying.”

Some participants were also concerned about recognition of social status and feelings of pride in being alumnus.

“It must be an esteemed institution that gives me a sense of pride and accomplishment. I am proud to tell others I study here because of the campus's strong reputation and academic excellence.”

“When people ask us where we are, we may answer proudly. The institution's name carries weight in the professional world, enhancing my social status.”

4.7 Intention of Viral Marketing

Educational institutions that satisfy and exceed their students' perceived values will encourage them to do marketing activities and share value with their network, resulting in improved long-term business sustainability and resilience. Some participants commented that they were thrilled to recommend their campus to others.

"I am always eager to tell my friends and family about my positive experiences here. This campus offers an excellent education and a supportive environment."

"Whenever someone asks about good universities, my campus is the first one I mention due to the comprehensive academic and extracurricular opportunities it offers."

Some participants often take photos and upload them on social media statuses with my campus background.

"I love sharing beautiful moments and events on campus on my social media. The campus is picturesque, and showing it off is great."

"Posting pictures with the campus in the background helps me stay connected with friends and family and lets them see where I spend most of my time."

"I often update my status with campus activities to keep my social media followers informed about the vibrant campus life."

Some participants even make stories and short videos about their activities on campus every time there are events.

"Creating videos of campus events is fun and allows me to capture and share memorable experiences with others."

"I enjoy making short videos of lectures, seminars, and social gatherings to showcase the dynamic environment here."

FGD also revealed that some participants are confident about talking about and introducing their campus over another campus when they are in the middle of a conversation with other people.

"I frequently bring up my campus in conversations because I am proud of the institution and the education I am receiving."

"Talking about my campus helps me share my experiences and gives others a good impression of the educational opportunities available here."

"I naturally mention my campus in various discussions because it plays a significant role in my life."

Some participants love to be seen wearing items such as t-shirts, stickers, jackets, etc., with names and campus logos.

"Wearing campus-branded attire is a way of showing my pride and affiliation with the institution."

"I enjoy sporting t-shirts and jackets with the campus logo because it creates a sense of belonging and identity."

"Having stickers and other campus-related items is not just about fashion; it is about representing my campus and showing my support."

4.8 Operational Variables

The FGD conducted in this study also supports the findings presented in the previous section. Below are the operational variables extracted from FGD and the survey to arrange questionnaires.

Table 3: Label Coding for Latent Variable and its indicator

Label (Code)	Statement/Comment (Indicator)	Source
Perceived Quality (X1)	<p>Quality</p> <p>X1.1 The quality of campus administrative services in managing student administration (registration, payment, etc.) is good.</p> <p>X1.2 Availability of learning facilities such as lecture rooms, libraries, and laboratories.</p> <p>X1.3 The quality of lecturers in delivering lecture materials is good.</p> <p>X1.4 My campus has lecturers who are linear and experts in their fields</p> <p>X1.5 The quality of campus physical facilities, such as buildings, parks, and parking lots, is good</p> <p>X1.6 Availability of resources and supporting facilities such as academic guidance, job training, and soft skills development.</p> <p>X1.7 The quality of campus information systems, such as academic portals, websites, and announcement systems, is good.</p> <p>X1.8 Responsiveness and speed in responding to student questions, suggestions, and complaints by the campus.</p>	FGD
Perceived Cost (X2)	<p>X2.1 The tuition fees charged are commensurate with the quality of education provided.</p> <p>X2.2 The campus provides many facilities or services under the tuition fees charged.</p> <p>X2.3 This campus's tuition fees are affordable or according to your financial ability.</p> <p>X2.4 The college provides fee relief for those who cannot afford it</p>	FGD
Emotional Value (X3)	<p>X3.1 My campus provides segregation between men and women.</p> <p>X3.2 The campus can implement policies prioritizing gender equality, including fair student treatment. This includes equal access to facilities, academic opportunities, and protection from discrimination or sexual harassment.</p>	FGD
Social Life – Responsibility Value (X4)	<p>X4.1 I can learn from friends from various ethnicities by studying at this campus.</p> <p>X4.2 My campus students are not racist and do not choose friends only from certain groups</p> <p>X4.3 By continuing my studies at this campus, I can improve other people's assessment/perception in assessing me.</p> <p>X4.4 This campus can encourage students to get involved in social activities that benefit the surrounding community, such as community service programs, social services, or charity activities. Social empowerment is an essential value in Islam that encourages caring for and helping others.</p>	FGD
Islamic Attribute Value (Physical (X5) & Non-Physical (X6)	<p>X5.1 This campus provides adequate facilities for places of worship.</p> <p>X5.2 This campus provides toilets that comply with Sharia rules. (tanks with running water) Moreover, they are free from impurities.</p> <p>X5.3 This campus provides service areas that separate men's and women's areas according to sharia.</p> <p>X5.4 My campus sells food that is guaranteed halal</p> <p>X5.5 My campus has collaborated with Sharia Bank/BMT for facilities and administration</p> <p>X6.1 This campus has a curriculum based on Islamic values.</p> <p>X6.2 This campus can encourage its students to communicate politely, respect the opinions of others, and avoid actions that can trigger conflict or hostility.</p> <p>X6.3 My campus often holds Islamic study events to increase Islamic knowledge and insight.</p>	FGD

Satisfaction (Y)	Y1 This campus makes me happy (e.g., I meet great lecturers, fellow students, etc.) Y2 I am satisfied with the learning and social facilities on my campus Y3 I am happy with the road access to my campus Y4 I am satisfied with the Islamic values applied on my campus Y5 I am satisfied with the costs and ease of administration on my campus Y6 I am satisfied with the social life and friendships on my campus Y7 I feel comfortable with the campus where I study. Y8 I feel proud to be a student of this campus. Y9 This campus recognizes my social status.	FGD
Intention of Viral Marketing (Z)	Z1 I am thrilled to recommend my campus to others Z2 I often upload social media statuses with my campus background. Z3 I often make stories and short videos about activities on my campus Z4 I often talk about and introduce my campus when I am in the middle of a conversation with other people Z5 I like to wear attributes (t-shirts, stickers, jackets, etc.) with my name and campus logo	FGD

Source: Own Research

4.9 SEM PLS Analysis

4.9.1 Outer Model Analysis

4.9.1.a Validity test (Convergent Validity and Discriminant test)

The initial model was compiled and developed based on the FGD that the author had previously conducted. This study's initial model consisted of five exogenous and two endogenous variables. The validity of the indicator is seen based on the factor loading value and compared with the rule of thumb (>0.5), so each indicator with a value below 0.5 needs to be deleted because it cannot represent the related variable. In this study, one indicator must be deleted because it does not meet the rule of thumb (>0.5), namely, X6.3. Indicators that do not meet the minimum value are deleted because they cannot represent the variable. The following is the final model in this study:

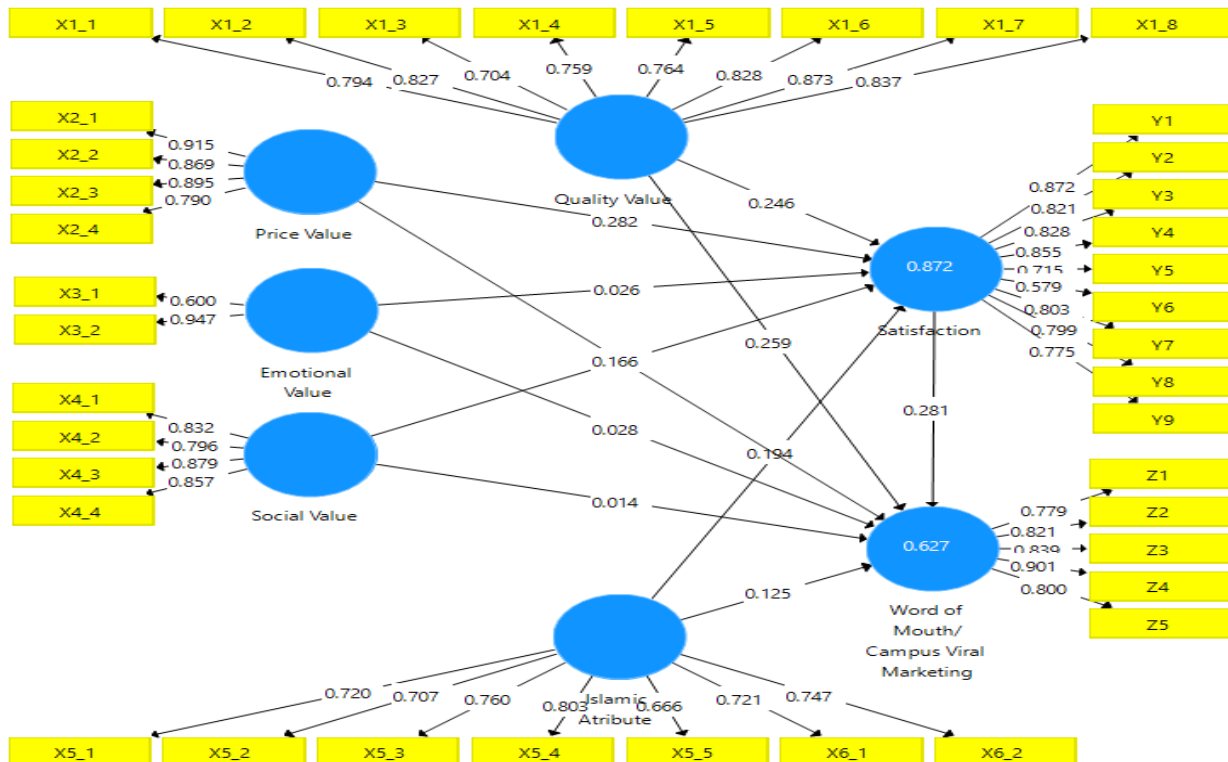


Figure 2: The Final Result of SEM PLS Analysis

From the final model in Figure 2, we can also infer that the results of the convergent validity test can be seen in the loading factor value. Each indicator must have a value greater than the rule of thumb (>0.5). Based on the final model, the loading factor value of each indicator has met the rule of thumb (>0.5), so all indicators in the final model are declared valid.

Table 4: Discriminant Validity (Cross Loading)

	Emotional Value	Islamic Attribute	Price Value	Quality Value	Satisfaction	Social Value	Word of Mouth/Campus Viral Marketing
X1_1	0.442	0.543	0.603	0.794	0.694	0.649	0.661
X1_2	0.347	0.484	0.700	0.827	0.684	0.591	0.547
X1_3	0.417	0.454	0.509	0.704	0.592	0.519	0.412
X1_4	0.541	0.577	0.602	0.759	0.688	0.642	0.461
X1_5	0.541	0.581	0.615	0.764	0.695	0.604	0.606
X1_6	0.407	0.614	0.587	0.828	0.713	0.631	0.678
X1_7	0.452	0.564	0.719	0.873	0.712	0.685	0.650
X1_8	0.448	0.562	0.684	0.837	0.687	0.580	0.676
X2_1	0.412	0.528	0.915	0.705	0.748	0.604	0.677
X2_2	0.460	0.550	0.869	0.766	0.741	0.666	0.606
X2_3	0.426	0.514	0.895	0.654	0.712	0.555	0.594
X2_4	0.336	0.444	0.790	0.600	0.639	0.596	0.533
X3_1	0.600	0.372	0.036	0.159	0.201	0.321	0.281
X3_2	0.947	0.585	0.546	0.601	0.665	0.676	0.498
X4_1	0.525	0.506	0.580	0.610	0.710	0.832	0.501
X4_2	0.636	0.595	0.487	0.524	0.613	0.796	0.475
X4_3	0.604	0.690	0.677	0.750	0.830	0.879	0.700
X4_4	0.525	0.573	0.575	0.669	0.687	0.857	0.562
X5_1	0.294	0.720	0.639	0.672	0.685	0.559	0.611
X5_2	0.476	0.707	0.335	0.345	0.424	0.375	0.429
X5_3	0.554	0.760	0.306	0.397	0.458	0.434	0.423
X5_4	0.440	0.803	0.581	0.607	0.668	0.591	0.590
X5_5	0.381	0.666	0.166	0.355	0.364	0.308	0.340
X6_1	0.503	0.721	0.293	0.431	0.496	0.465	0.353
X6_2	0.578	0.747	0.479	0.563	0.676	0.753	0.438
Y1	0.483	0.656	0.754	0.761	0.872	0.705	0.679
Y2	0.574	0.599	0.632	0.705	0.821	0.667	0.660
Y3	0.573	0.602	0.656	0.711	0.828	0.712	0.575
Y4	0.445	0.657	0.701	0.789	0.855	0.724	0.649
Y5	0.356	0.546	0.648	0.542	0.715	0.539	0.481
Y6	0.554	0.525	0.360	0.459	0.579	0.546	0.353
Y7	0.401	0.633	0.751	0.709	0.803	0.661	0.719

	Emotional Value	Islamic Attribute	Price Value	Quality Value	Satisfaction	Social Value	Word of Mouth/Campus Viral Marketing
Y8	0.576	0.628	0.613	0.626	0.799	0.727	0.567
Y9	0.539	0.575	0.618	0.691	0.775	0.735	0.642
Z1	0.471	0.599	0.734	0.754	0.715	0.718	0.779
Z2	0.382	0.497	0.462	0.494	0.557	0.464	0.821
Z3	0.336	0.429	0.508	0.536	0.493	0.428	0.839
Z4	0.438	0.570	0.567	0.602	0.621	0.558	0.901
Z5	0.466	0.519	0.534	0.612	0.586	0.543	0.800

Source: own research

An indicator is declared valid if the cross-loading value of an indicator against its variable is more significant than against other variables. The table above shows that all constructs in this study met good discriminant validity, as evidenced by the indicators showing more significant numbers than other variables. Table 4 shows that the test results show that all constructs in this study met good discriminant validity, as evidenced by the indicators showing more significant numbers than other variables.

The test results for Fornel Larcker discriminant validity show that all constructs in this study met good discriminant validity, as evidenced by the value of each variable compared to the same variable, which showed a more excellent value. The test results can be seen in Table 5 as follows:

Table 5: Discriminant Validity (Fornell-Larcker Criterion)

	Emotional Value	Islamic Attribute	Price Value	Quality Value	Satisfaction	Social Value	Word of Mouth/Campus Viral Marketing
Emotional Value	0.793						
Islamic Attribute	0.618	0.733					
Price Value	0.472	0.588	0.868				
Quality Value	0.560	0.687	0.787	0.855			
Satisfaction	0.628	0.765	0.819	0.764	0.868		
Social Value	0.678	0.707	0.696	0.767	0.852	0.842	
Word of Mouth/Campus Viral Marketing	0.515	0.643	0.696	0.742	0.764	0.675	0.829

Source: Own Research

An indicator is declared valid if the Fornell-Larcker Criterion value of a variable against the same variable is greater than that of other variables. The table above shows that all constructs in this study have met good discriminant validity, as evidenced by the Fornell-Larcker Criterion value of a variable against the same variable being more significant than that of other variables.

4.9.1.b Multicollinearity test

Based on the VIF test in Table 6 below, the results of the multicollinearity statistical test can be seen in the VIF value. The value of each indicator in all indicators in this study is more than the rule of thumb value (<5). Therefore, all indicators are declared valid.

Table 6: Variance Inflation Factor (VIF) Multicollinearity test

Indikator	VIF	Indikator	VIF	Indikator	VIF	Indikator	VIF
X1_1	2.275	X5_3	2.578	X3_1	1.107	Z3	3.082
X1_2	2.705	X5_4	2.251	X3_2	1.107	Z4	3.576
X1_3	2.361	X5_5	2.235	X4_1	2.035	Z5	2.284
X1_4	2.637	X6_1	2.538	X4_2	1.832		
X1_5	2.047	X6_2	1.712	X4_3	2.261		
X1_6	2.495	Y1	3.443	X4_4	2.284		
X1_7	3.675	Y2	2.633	X5_1	1.966		
X1_8	3.382	Y3	2.761	X5_2	2.035		
X2_1	3.627	Y4	3.283	Y8	2.592		
X2_2	2.610	Y5	1.980	Y9	2.089		
X2_3	3.022	Y6	1.462	Z1	1.664		
X2_4	1.832	Y7	2.401	Z2	2.703		

Source: Own Research

4.9.1.c Reliability Test

The following table shows the reliability test results (Cronbach's Alpha, rho_A, Composite Reliability, and AVE).

Table 7: Reliability Test

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Emotional Value	0.474	0.738	0.763	0.628
Islamic Attribute	0.860	0.872	0.890	0.537
Price Value	0.890	0.896	0.924	0.754
Quality Value	0.919	0.923	0.934	0.640
Satisfaction	0.922	0.930	0.936	0.620
Social Value	0.863	0.878	0.907	0.708
Word of Mouth/Campus Viral Marketing	0.887	0.897	0.916	0.687

Source: Own Research

The reliability test results are seen by comparing Cronbach's Alpha, rho_A, Composite Reliability, and AVE values listed in the table above with the rule of thumb value (> 0.7). At least three tests must meet the rule of thumb value to declare the research model reliable. This study's rho_A, Composite Reliability, and AVE values have met the rule of thumb value (> 0.7). Therefore, all variables in this study are declared reliable.

4.9.2 Structural Model Analysis (Inner Model)

Structural model analysis aims to show the contribution and relationship between independent and dependent variables. Some tests conducted at this stage include R-Square, Q-Square predictive relevance, and hypothesis testing.

4.9.2.b R-Square Test

The test results show that:

- The independent variables in this study explain 87.2% of the satisfaction variable.
- The independent variables in this study explain 62.7% of the Y2 variable.

	R Square	R Square ...
Satisfaction	0.872	0.867
Word of Mouth/Campus Viral Marketing	0.627	0.608

Figure 3: R-Square analysis

Figure 3 shows that the model in this study is moderate. The independent variables can explain the dependent variable by more than 50%.

4.9.2.c F-Square Test

Below is the result of the F Square Analysis.

	Emotiona...	Islamic A...	Price Value	Quality V...	Satisfacti...	Social Val...	Word of ...
Emotional Value					0.003		0.001
Islamic Attribute					0.124		0.016
Price Value					0.223		0.022
Quality Value					0.127		0.043
Satisfaction							0.027
Social Value					0.219		0.000
Word of Mouth...							

Figure 4: F-Square analysis

The F-square value determines the influence of predictor variables on dependent variables. The results of the F-Square test are divided into three: 0.02 is a weak influence, 0.15 is a moderate influence, and 0.35 is a strong influence (Wijaya, 2013; Sarwono, 2015). Values less than 0.02 can be ignored or considered to have no effect (Sarstedt et al., 2017). Based on the test results above, it can be seen that the F-Square value

of Emotional Value on the dependent variable, Islamic Attribute on Word of Mouth, and Social Value on Word of Mouth, can be ignored because it is less than 0.02. Meanwhile, Islamic Attribute on Satisfaction, Quality Value on the dependent variable, Price Value on Word of Mouth, and Satisfaction on Word of Mouth has a weak influence. Furthermore, variable X2 weakly influences variables Y1, Y2, Z1, and Z2. The influence of Price Value and Social Value on Satisfaction is moderate because it has a value of more than 0.15 but less than 0.35.

4.9.2.d Q-Square Test

The following is a table of Q-Square test results:

	SSO	SSE	Q ² (=1-S...
Emotional Value	256.000	256.000	
Islamic Atribute	896.000	896.000	
Price Value	512.000	512.000	
Quality Value	1024.000	1024.000	
Satisfaction	1152.000	545.442	0.527
Social Value	512.000	512.000	
Word of Mouth/...	640.000	394.143	0.384

Figure 5: Q-Square Analysis

Based on Figure 5 above, the Q2 values of Satisfaction and Word of Mouth are 0.527 and 0.384, respectively. These figures have met the rule of thumb: if the Q2 value is more than zero, then the model has met the predictive relevance requirement, which means the model has been reconstructed well.

4.9.2.e T-Test Statistics (Hypothesis) and Path Coefficient

In showing the relationship between variables, all values in the hypothesis test need to meet the following criteria: T-Statistics meets the rule of thumb value (>1.96), significance is determined by the P-Value value is smaller than the rule of thumb value (<0.05). In contrast, the original sample shows a positive or negative relationship. The following is a table of the results of the hypothesis test in this study:

Table 8: The result of T Test

Variable Relation	Original Sample (O)	T Statistics	P Values	Decision
Emotional Value -> Satisfaction	0.026	0.540	0.589	Reject
Emotional Value -> Word of Mouth/Campus Viral Marketing	0.028	0.274	0.784	Reject
Islamic Attribute -> Satisfaction	0.194	3.020	0.003	Positive Significance
Islamic Attribute -> Word of Mouth/Campus Viral Marketing	0.125	1.235	0.217	Reject
Price Value -> Satisfaction	0.282	3.870	0.000	Positive Significance

Variable Relation	Original Sample (O)	T Statistics	P Values	Decision
Price Value -> Word of Mouth/Campus Viral Marketing	0.166	1.426	0.154	Reject
Quality Value -> Satisfaction	0.246	3.303	0.001	Positive Significance
Quality Value -> Word of Mouth/Campus Viral Marketing	0.259	2.347	0.019	Positive Significance
Satisfaction -> Word of Mouth/Campus Viral Marketing	0.281	1.577	0.115	Reject
Social Value -> Satisfaction	0.312	4.210	0.000	Positive Significance
Social Value -> Word of Mouth/Campus Viral Marketing	0.014	0.112	0.911	Reject
Emotional Value -> Satisfaction -> Word of Mouth/Campus Viral Marketing	0.007	0.442	0.658	Reject
Islamic Attribute -> Satisfaction -> Word of Mouth/Campus Viral Marketing	0.054	1.315	0.189	Reject
Price Value -> Satisfaction -> Word of Mouth/Campus Viral Marketing	0.079	1.490	0.136	Reject
Quality Value -> Satisfaction -> Word of Mouth/Campus Viral Marketing	0.069	1.426	0.154	Reject
Social Value -> Satisfaction -> Word of Mouth/Campus Viral Marketing	0.088	1.395	0.163	Reject

Based on Table 8 above, eleven of the sixteen hypotheses in this study were rejected because they needed to meet the rule of thumb of the T-Statistics value, which must be more than 1.96, and the P-value value is smaller than the rule of thumb value (<0.05). The accepted hypotheses directly related to the dependent variable, while all indirect relationships were rejected. Four independent variables out of the five available variables positively and significantly affect the Satisfaction variable. The T Statistics and P Value of Islamic Attributes (3.020, 0.003), Price Value (3.870,0.000), Quality (3.303, 0.001), and Social (4.210, 0.000) were found to be more than 1.96 and smaller than 0.05. Only one independent variable affects Word of Mouth positively and significantly, namely the Quality Value variable (2.347, 0.019)

Perceive Cost or price variable does not affect viral marketing directly (1.66%) and indirectly (0.79%). Previous studies found that perceived cost did not significantly affect students' intention to promote their university. Factors such as service quality and university reputation were more influential (Sultan & Wong, 2012). Also, the study by (Joseph et al., 2005) found that tuition fees did not significantly influence students' decisions to promote or recommend educational institutions. Student satisfaction was more influenced by teaching quality and overall experience.

The emotional value variable does not affect any dependent variable, whether satisfaction or intention to engage in viral marketing. Emotional value might only affect job satisfaction by 0.26% and viral marketing by 0.28%. Indirectly, emotional value only affects viral marketing through student satisfaction by 0.07%. This result is aligned with previous research that states that emotional values are not always directly related to satisfaction or intentions to participate in extracurricular activities or promotions (Roberts & Styron, 2010). Customer identification with a brand or organization has a more significant influence on the intention

to engage in voluntary promotion (word-of-mouth) than perceived emotional value. This supports the finding that emotional value does not always influence the intention to engage in marketing activities (Ranaawera & Menon, 2013). Previous studies (Douglas et al., 2006) also found that cognitive aspects such as teaching quality and facilities had a more significant influence on student satisfaction than the emotional value resulting from social interactions or emotional experiences on campus.

Perceived social life and responsibility variables do not directly (0.44%) or indirectly (0.88%) affect viral marketing. A study (Alwi & Da Silva, 2017) found that a brand's social value or social image does not significantly influence customers' intention to promote the brand. Other factors, such as personal experience and service satisfaction, are more influential. A study by Wilkins and Huisman (2013) found that social influence is not always directly related to students' intention to promote educational institutions. Other factors, such as academic quality and facilities, are more influential.

Islamic attributes variable does not affect viral marketing directly (1.25%) and indirectly (0.54%). Previous studies found that religious attributes do not always significantly affect consumer behavior in the context of purchasing. Other factors, such as product quality, price, and social norms, are more influential. This suggests that religious attributes may not significantly affect behavior, including the intention to carry out marketing activities (Esso & Dibb, 2004). Religious orientation does not significantly influence customer loyalty in some contexts. According to (Mokhlis, 2009), loyalty is more influenced by other factors such as service quality and satisfaction. This supports the finding that Islamic attributes may not affect students' intention to engage in marketing activities.

In this case, we found that student satisfaction does not affect viral marketing (2.81%). Expectancy-Value Theory (Wigfield & Eccles, 2000) states that an individual's behavior is determined by their expectation of success in an action and the value they place on the outcome of that action. If students do not see significant value in engaging in marketing activities for their school or feel they will not be successful, their satisfaction with the school will not motivate them. The previous study (Cronin & Taylor, 1992) shows that satisfaction is not always directly related to consumer behavior, such as the intention to recommend a service. Other factors, such as perceived quality and value, are more influential. Another study (Oliver, 1980) found that satisfaction is not always a strong predictor of behavioral intention. Factors such as expectations and cognitive dissonance also play an essential role. A meta-analysis done by (Szymanski and Henard, 2001) shows that satisfaction has a moderating effect on the intention to recommend. However, this effect varies depending on context and other factors, such as customer involvement.

The Quality Value variable can affect both dependent variables positively and significantly. This aligns with a previous study (Zeithaml et al., 1996) that found that perceived service quality directly and indirectly affects behavioral intentions through customer satisfaction. A study also from (Alves & Raposo, 2007; Fullerton, 2005) found that academic quality and services at higher education institutions affect student satisfaction, affecting their intention to recommend the institution to others.

5.0 Conclusion

The critical contribution of this study is that it provides a more comprehensive model of the consequences of Muslim Student Perceived Value in educational institutions. This claim is based on our model's strong support for 11 hypotheses. Overall, the study findings indicate that (1) Muslim students' perceived value

dimensions when selecting a university are quality, price, emotional, social value, and Islamic attributes. All are antecedents of Muslim student satisfaction, except emotional value, which does not significantly affect satisfaction. (2) Only Muslim students' perceived quality positively affects student intention to do viral marketing activity (3) Student satisfaction does not affect their intention to engage in marketing activity. Based on the explanation above; to increase word-of-mouth/campus viral marketing, it is necessary first to increase the value of quality. Furthermore, word-of-mouth/Campus Viral Marketing cannot be improved through the level of participant satisfaction, which is not related to it.

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Surat kami : 700-KPK (PRP.UP.1/20/1)

Tarikh : 20 Januari 2023

Prof. Madya Dr. Nur Hisham Ibrahim
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Tuan,

PERMOHONAN KELULUSAN MEMUAT NAIK PENERBITAN UiTM CAWANGAN PERAK MELALUI REPOSITORI INSTITUSI UiTM (IR)

Perkara di atas adalah dirujuk.

2. Adalah dimaklumkan bahawa pihak kami ingin memohon kelulusan tuan untuk mengimbas (*digitize*) dan memuat naik semua jenis penerbitan di bawah UiTM Cawangan Perak melalui Repositori Institusi UiTM, PTAR.

3. Tujuan permohonan ini adalah bagi membolehkan akses yang lebih meluas oleh pengguna perpustakaan terhadap semua maklumat yang terkandung di dalam penerbitan melalui laman Web PTAR UiTM Cawangan Perak.

Kelulusan daripada pihak tuan dalam perkara ini amat dihargai.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menjalankan amanah,

Setuju.

27.1.2023

SITI BASRIYAH SHAIK BAHARUDIN
Timbalan Ketua Pustakawan

PROF. MADYA DR. NUR HISHAM IBRAHIM
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