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Strategy to Increase Student Re-Registration Intention Through Digital Marketing, Institutional Reputation, Location, and Service Quality: Case Study of Asshiddiqiyah Islamic Boarding School, Jakarta

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This study aims to formulate strategies to enhance students' re-enrollment intention at Pondok Pesantren Asshiddiqiyah Jakarta by examining the influence of digital marketing, institutional reputation, location, and service quality. Utilizing a quantitative research approach and Structural Equation Modeling (SEM-AMOS), data were collected from 230 respondents. The findings reveal that digital marketing, location, and service quality significantly influence the re-enrollment intention of students. Among them, digital marketing shows the strongest influence on service quality (coefficient = 1.037; p = 0.004) and also directly affects re-enrollment intention (coefficient = 0.285; p = 0.046). This emphasizes the importance of digital platforms in shaping perceptions of service quality and student loyalty. On the contrary, institutional reputation is found to have no significant effect on either service quality (coefficient = –0.199; p = 0.299) or re-enrollment intention (coefficient = –0.105; p = 0.246). This indicates that student loyalty in Islamic boarding schools is shaped more by personal experience and internal relationships rather than external reputation. Additionally, location positively and significantly impacts both service quality and re-enrollment intention, reflecting the importance of accessibility and community ties. Service quality itself has a strong, positive effect on re-enrollment intention (coefficient = 0.585; p < 0.001), confirming its central role in sustaining student engagement. The study suggests that institutions should focus on strengthening digital marketing, optimizing strategic location, and improving holistic service quality. The reputation of the institution, while traditionally emphasized, does not significantly influence re-enrollment decisions in this context.

1. Introduction

Islamic boarding schools (pondok pesantren) are Islamic educational institutions that play a vital role in shaping a generation of Muslims with noble character and a deep understanding of Islamic teachings. Pesantren have a long-standing history, having evolved over centuries (Nawas et al., 2024). These institutions typically comprise five main elements: the kiai (religious leader), santri (students), the boarding facility (pondok), a mosque, and the teaching of Islamic sciences. In line with the progression of time, pesantren are no longer solely focused on religious education; they are now required to adapt to technological advancements and the demands of modernization in the educational system. One major focus is on how pesantren can attract and retain students to continue their education within these institutions.

As Islamic educational institutions in Indonesia, pondok pesantren possess unique characteristics that differentiate them from other educational establishments, both in terms of curriculum and learning systems. Besides functioning as centers of religious education, pesantren also serve as informal agents of community development. The five essential components inseparable from a pesantren include the mosque, dormitory, classical Islamic book instruction (kitab kuning), santri, and the kiai as both leader and educator (Noviyanti et al., 2021).

Indrawati (2014) emphasized that pesantren exist in different types, although all share the same core mission. Based on the curriculum or educational system adopted, pesantren can be categorized into three types:

1. Traditional Pesantren (Salaf)

This type of pesantren preserves its original traditions by teaching classical texts written by scholars from the 15th century in Arabic. The learning method applied is the halaqah or mengaji tudang system, typically held in the mosque. The essence of this method emphasizes memorization, where students tend to absorb knowledge as taught by the kiai, without much room for development or critical analysis. In this model, the curriculum is entirely determined by the kiai who acts as the boarding school leader.

2. Modern Pesantren

These pesantren represent an evolution of the traditional model, with a learning orientation that adopts a more classical school system, moving away from traditional teaching methods. Modern features include the use of classrooms for teaching, whether in the form of madrasahs or general schools. The curriculum follows the national standard. In practice, the kiai serves as

both the coordinator of the learning process and a classroom teacher. What distinguishes this model from regular schools or madrasahs is its strong emphasis on Islamic religious education and Arabic as part of the local curriculum.

3. Comprehensive Pesantren

This model combines both traditional and modern educational systems. In practice, traditional education is applied through the teaching of classical Islamic texts using the sorongan, bandongan, and wetonan methods, usually conducted after Maghrib and Subuh prayers. Meanwhile, classical school-style learning is held in the morning to midday, following the typical pattern of madrasahs or general schools.

These three types of pesantren reflect how these institutions have evolved over time. Their educational systems aim to generate transformative change, both at the individual and collective levels. Such transformations include enhanced religious understanding, knowledge, and technological literacy. Moreover, students are equipped with practical experiences and skills to enhance human resource quality.

The Government of the Republic of Indonesia has officially recognized pesantren as part of the national education system. The Law on Pesantren provides a legal foundation for recognizing the role of pesantren in shaping, establishing, building, and preserving the Unitary State of the Republic of Indonesia. It also affirms their traditions, values and norms, variations in activities, professionalism of educators and educational personnel, as well as quality assurance processes and methodologies. Furthermore, this law guarantees the equivalency of graduate standards, accessibility for graduates, and the independence of pesantren operations. It also provides the legal basis for the Central and Regional Governments to facilitate pesantren development (Government of the Republic of Indonesia, 2019).

Table 1. Number of Islamic Boarding Schools in Indonesia in 2023

No.	Province	Total
1	Aceh	1714
2	North Sumatra	373
3	West Sumatra	273
4	Riau	449
5	Jambi	416
6	South Sumatra	543
7	Bengkulu	90
8	Lampung	196

9	Bangka Belitung Islands	82
10	Riau Islands	118
11	DKI Jakarta	149
12	West Java	12121
13	Central Java	5084
14	Special Region of Yogyakarta	399
15	East Java	6745
16	Banten	6432
17	Bali	104
18	West Nusa Tenggara	886
19	East Nusa Tenggara	41
20	West Kalimantan	315
21	Central Kalimantan	107
22	South Kalimantan	300
23	East Kalimantan	222
24	North Kalimantan	37
25	North Sulawesi	31
26	Central Sulawesi	134
27	South Sulawesi	394
28	Southeast Sulawesi	128
29	Gorontalo	40
30	West Sulawesi	104
31	Maluku	29
32	North Maluku	38
33	West Papua	50
34	Southwest Papua	23
Total:		**38167**

Pondok Pesantren Asshiddiqiyah Jakarta is one of the leading Islamic boarding schools in the capital city, with a long-standing history in Islamic education. It was founded by KH. Noer Muhammad Iskandar, SQ., on July 1985 in Kedoya Utara, Kebon Jeruk, West Jakarta. With a reputation built over many years, this boarding school is recognized as an institution capable of producing graduates with noble character, broad knowledge, and competitiveness in the professional world. However, amidst increasing competition, the success of the pesantren in retaining students is influenced by various internal and external factors (Pondok Pesantren Asshiddiqiyah, n.d.).

The development of information and communication technology, particularly in the digital field, has affected nearly every aspect of life, including the education sector. Good marketing management is defined as the art and science of selecting target markets and acquiring, retaining, and growing customers by creating, delivering, and communicating superior customer value (Fauzi, 2023). Digital marketing has become an increasingly important strategy for educational institutions to introduce and promote their services to prospective

students and parents. For example, many pesantren now utilize social media platforms such as Instagram and Facebook to showcase their educational and religious activities, while official websites are often used to provide detailed information about programs, facilities, and institutional achievements. In addition, targeted digital advertising through platforms like Google Ads is being used to reach a broader audience, including parents and potential students from other regions. Digital marketing offers several advantages, such as broader reach, relatively cost-effective strategies, and ease of access to information (Sugeng, 2022). As an institution with a unique approach to education and religious values, Pondok Pesantren Asshiddiqiyah Jakarta must adapt to these changes to remain competitive in the modern era.

However, digital marketing is not the only factor determining the success of Pondok Pesantren Asshiddiqiyah Jakarta in attracting and retaining students. Institutional reputation also plays a vital role in the decision-making process of prospective students and their parents. Key components that contribute to institutional reputation include the quality of teaching, accreditation, alumni track records, involvement in social or religious activities, and positive testimonials from students and parents. In the context of pesantren, moral and religious values taught and active involvement in the surrounding community are also significant indicators of a strong reputation. A good reputation reflects the quality of education, morals, and values instilled by Pondok Pesantren Asshiddiqiyah Jakarta. For instance, a study by Hassani et al. (2022) found that institutional reputation significantly affects student satisfaction and behavior, which ultimately influences their intention to continue studying at the institution.

In addition, location is a crucial factor that affects the success of a service institution (Sugeng, 2022). A strategic, accessible, and safe location can enhance the appeal of Pondok Pesantren Asshiddiqiyah Jakarta as a comfortable and ideal place for learning. For example, a pesantren located near public transportation facilities such as train stations or bus terminals offers convenience for students and parents. Moreover, a location in a safe and conducive environment, supported by 24-hour security and proximity to healthcare services, adds substantial value. On the other hand, remote or hard-to-reach locations can reduce interest among potential students.

In this context, service quality becomes a critical indicator connecting these factors—digital marketing, reputation, and location—with the students' intention to continue their education (Juhaidi et al., 2025). Good service quality reflects a positive student experience throughout their education, ultimately enhancing student loyalty and their desire to re-enroll. In a pesantren education setting, indicators of service quality include student satisfaction with educational facilities, availability of competent teaching staff, speed and clarity of information provided to students and parents, and a supportive learning environment. Service quality can

be assessed through student satisfaction surveys, the number of complaints received, and graduation or achievement rates. Therefore, it is essential for Pondok Pesantren Asshiddiqiyah Jakarta to focus not only on digital marketing, institutional reputation, and location, but also on how these factors influence the quality of services they provide.

This study is important as there has been limited research specifically exploring how factors such as digital marketing, institutional reputation, and location interact to influence service quality and student re-enrollment intention at Pondok Pesantren Asshiddiqiyah Jakarta. For example, Boneva et al. (2022) showed that prospective students' perceptions of educational quality and benefits play a significant role in enrollment decisions, while Bukhatir et al. (2023) emphasized the importance of extra-role behaviors by institutional staff in improving student retention.

Based on this, the study focuses on several key questions: To what extent do digital marketing, institutional reputation, and location influence service quality? This question is crucial as each of these factors has been proven to significantly enhance the attractiveness and retention of students in educational institutions. Digital marketing enables pesantren to reach a broader audience, institutional reputation reflects the quality and values offered, and a strategic location facilitates accessibility for students and parents. The combination of these factors provides deeper insight into how institutional sustainability can be improved in the digital era. How does service quality mediate the relationship between these factors and the students' intention to re-enroll? Answering this will help Pondok Pesantren Asshiddiqiyah Jakarta design more effective strategies to enhance competitiveness and maintain student loyalty in today's digital age.

To enrich the research background, the researcher conducted preliminary interviews with several key figures in the pesantren. The Chairperson of the Asshiddiqiyah Foundation stated that competition among pesantren is growing, requiring the foundation to be proactive in utilizing digital marketing through social media platforms like Instagram, Facebook, and YouTube, as well as optimizing the pesantren's official website. He explained that intensive and innovative digital strategies have had a positive impact in increasing interest from prospective new students while maintaining loyalty among current students to re-enroll annually (Personal Interview, May 28, 2025).

The Head of the New Student Admission Committee (PSB) added that in recent years, digital marketing has been highly effective in delivering information quickly, widely, and attractively to prospective students and their guardians. However, he emphasized that while digital marketing contributes significantly to initial interest, the quality of educational services,

character development, and daily care within the pesantren ultimately determine students' decisions to continue their education. According to him, a high level of satisfaction with both academic and non-academic services strongly influences parents' decisions to re-register their children (Personal Interview, May 28, 2025).

Furthermore, an interview with the Pesantren Head of Administration revealed another crucial factor—location and accessibility. He explained that the pesantren's location in central Jakarta provides convenient transportation access for both students and their families, and facilitates essential activities such as family visits, delivery of daily necessities, and access to public services like healthcare. According to him, this strategic location directly supports student retention, as it offers ease and comfort to students and parents during the educational period (Personal Interview, May 28, 2025).

On the other hand, the Pesantren Caregiver emphasized that institutional reputation is the foundation for pesantren sustainability. He stated that a strong and positive reputation is consistently built through high-quality instruction, intensive spiritual and moral guidance, and open communication between the pesantren and parents. He affirmed that a strong institutional reputation fosters trust and loyalty among students and parents alike. Moreover, the Caregiver noted that the success in maintaining a good reputation is reflected in high satisfaction levels and strong intent among students to continue their education in the pesantren, even up to the highest level available (Personal Interview, May 28, 2025).

The aim of this study is to examine various factors influencing students' re-enrollment intentions at Pondok Pesantren Asshiddiqiyah Jakarta. Specifically, it seeks to analyze the impact of digital marketing on both service quality and students' intention to re-enroll. The study also investigates how institutional reputation affects service quality and re-enrollment intention, as well as how the pesantren's location influences both perceived service quality and students' willingness to continue their education. Lastly, it explores the direct effect of service quality on students' intention to re-register at the institution.

2. Method

Time and Place of Research

Research This research was conducted from January to April 2025, located at the Asshiddiqiyah Islamic Boarding School, Jakarta. The Asshiddiqiyah Islamic Boarding School was chosen because it has a strong reputation as a religious-based educational institution with a significant number of students, making it relevant to measure the variables studied.

Research Design

This study employs a quantitative approach, which is suitable for measuring the influence of independent variables (digital marketing, institutional reputation, and location) on a mediating variable (service quality) and a dependent variable (enrollment re-intention). It is an explanatory research aiming to explain causal relationships between variables, both directly and indirectly. The research uses a cross-sectional design, collecting data from a sample population at a single point in time. Data were gathered through an online survey distributed to students and parents at Pondok Pesantren Asshiddiqiyah Jakarta using a structured questionnaire designed to measure perceptions of digital marketing, reputation, location, service quality, and re-enrollment intention.

Population and Sample

The population of this study includes all active students enrolled at the Madrasah Aliyah level (equivalent to senior high school) in Pondok Pesantren Asshiddiqiyah Jakarta during the 2024/2025 academic year, totaling 582 students. The sample was drawn from students who have been enrolled in the pesantren for more than three years. This study employed a non-probability sampling technique using the convenience sampling method. Referring to the guidelines provided by Hair et al. (2014) and Nunan et al. (2020), who recommend a minimum sample size of 200 for studies utilizing Structural Equation Modeling (SEM), the researcher determined that a sample of at least 200 respondents would be sufficient to ensure data representativeness and statistical validity. The selected sample consisted of active students officially registered for the 2025 academic year and those who had previously completed the re-enrollment process at Pondok Pesantren Asshiddiqiyah Jakarta.

Data Collection Techniques

This study employed multiple data collection techniques to measure variables such as digital marketing, institutional reputation, location, service quality, and students' re-enrollment intention. The primary instrument used was a questionnaire, designed using a 6-point Likert scale ranging from "strongly disagree" to "strongly agree," in line with Darwin et al. (2021), who stated that the Likert scale helps explain a construct through a series of statements with graded response options. The questionnaire was distributed both online via Microsoft Forms and directly to respondents—students or parents who had experience with the re-enrollment

process at Pondok Pesantren Asshiddiqiyah Jakarta. Additionally, documentation techniques were used to gather secondary data, including student numbers, satisfaction rates, and digital marketing strategies. These were sourced from internal reports, registration statistics, and content from the pesantren's official website and social media platforms.

Data Analysis Techniques

This study applies both descriptive and inferential statistical methods. Descriptive analysis, particularly frequency distribution, is used to profile and describe the characteristics of respondents based on their questionnaire responses (Nunan et al., 2020). The primary inferential method employed is Structural Equation Modeling (SEM) using AMOS software. SEM is utilized to test hypotheses and examine the causal relationships between variables, following a two-step approach: first, Confirmatory Factor Analysis (CFA) is conducted to validate the measurement model and confirm that observed variables appropriately reflect the latent constructs (Collier, 2020); second, the structural model is analyzed to evaluate the hypothesized relationships between the latent variables (Haryono, 2017).

The goodness-of-fit of the model is assessed using multiple indices grouped into three categories: absolute fit (e.g., Chi-square, RMSEA, GFI), incremental fit (e.g., NFI, CFI, TLI), and parsimonious fit (e.g., PNFI, AIC, CAIC), with thresholds derived from Hair et al. (2014). A model is considered a good fit if it meets at least three to four of these fit criteria.

After confirming overall model fit, validity and reliability testing are conducted. Validity is tested through t-values (≥ 1.96) and standardized loading factors (≥ 0.70), while construct reliability (CR) and average variance extracted (AVE) are used to test reliability, where CR $\geq$ 0.70 and AVE $\geq$ 0.50 indicate good reliability (Collier, 2020; Hair et al., 2014).

Finally, structural model analysis examines the causal paths among latent variables based on path coefficients and t-values, where a t-value ≥ 1.64 indicates a significant relationship. The R^2 values are also assessed to determine how much variance in the dependent variables is explained by the model. Structural models differ from measurement models in that they define relationships between exogenous and endogenous variables based on theoretical assumptions.

3. Result and Discussion

Digital Marketing Has a Positive and Significant Influence on Santri's Intention to Re-Enroll at Pondok Pesantren Asshiddiqiyah Jakarta

The Theory of Planned Behavior explains that a person's intention to perform an action is strongly influenced by their attitude toward the behavior, the subjective norms in their environment, and their perception of control over the action (Qulub & Putri, 2024). Digital marketing strategies play a crucial role in shaping students' perceptions of the school and in cultivating a positive attitude toward the act of re-registration. The use of social media as a marketing tool can enhance the appeal of an institution by delivering content that is relevant and engaging to students. This contributes to building an image of the institution as modern, adaptive, and responsive to the needs of the younger generation.

Previous research has shown that social media can influence students' perceptions of educational institutions. However, the direct relationship between digital marketing activities and students' decisions to continue their education or re-enroll is still not fully understood (Ghani et al., 2023). Islamic educational institutions, especially pesantrens, need to develop digital marketing strategies that are not only informative but also communicate the values and benefits of continuing education within the institution. When the information delivered aligns with the social norms of the community and families, students are more likely to follow those norms—such as by re-enrolling.

The integration of various digital marketing tools such as email newsletters, mobile apps, and websites can be utilized to provide accurate, up-to-date, and contextual information. The presence of active communication channels can reduce uncertainty and concerns among both students and parents regarding continued education. By delivering information about school activities, student achievements, and opportunities for personal and spiritual development, institutions can strengthen the students' sense of belonging. This psychological attachment is a key factor that motivates students to continue their education at the same institution (Ghani et al., 2023).

In addition, digital marketing also influences students' perceptions of institutional quality. Effective digital campaigns—showcasing school achievements, curriculum excellence, and extracurricular activities—help build a positive brand image. This image is critical in shaping students' decisions to re-register. Research indicates that positive perceptions of educational institutions formed through digital marketing are correlated with an increased desire among students to re-enroll (Prabowo et al., 2023). Testimonials from alumni or active students shared on social media also strengthen the institution's reputation and build trust among prospective and current students.

In an increasingly competitive educational landscape, pesantrens must adopt more advanced and adaptive digital strategies. Digital marketing's ability to tailor content to users'

demographic characteristics provides a strategic advantage. By aligning their approach with students' values and aspirations, and using techniques like Search Engine Optimization (SEO), institutions can improve their visibility. This multi-faceted approach not only helps reach new prospective students but also reinforces existing students' desire to stay and continue growing within the institution (Gupta et al., 2025).

The use of advanced technology in marketing strategies also fosters more active student engagement. Data analytics allows schools to understand student behavior and preferences, enabling the creation of more personalized content and messages. Such individualized communication not only enhances message effectiveness but also strengthens emotional bonds between students and the institution. In this context, personalized marketing can foster a sense of being valued and reduce students' uncertainty about continuing their education (Rajasekar & Aithal, 2022).

Digital marketing that emphasizes two-way communication provides space for students to express their opinions, feedback, and experiences directly. Social media and institution-specific apps enable a more open relationship between the institution and learners. When institutions can respond to feedback in real-time, they create an adaptive environment that values student involvement in decision-making. Such a participatory culture reinforces emotional attachment and increases students' sense of responsibility toward their educational continuity (Fawaid et al., 2022).

During crises such as the COVID-19 pandemic, digital marketing proved to play a key role in maintaining interaction between schools and students. Institutions that were able to adapt through digital strategies not only maintained communication with students but also demonstrated resilience and dedication to their educational mission. This resilience fostered positive perceptions and increased student loyalty toward the institution, which ultimately encouraged their decision to re-register (Fawaid et al., 2022).

Digital marketing that explicitly highlights Islamic values can strengthen students' identity attachment to the institution. The presentation of religious narratives and character-building programs through engaging digital content can increase students' pride in being part of the pesantren. Such emotional engagement has proven to be a strong motivator in students' decisions to remain within an educational system that aligns with their personal and spiritual values. Digital marketing strategies that prioritize religious values not only attract new students but also maintain the commitment of currently enrolled students to continue their education.

Digital Marketing Has a Positive and Significant Influence on Service Quality at Pondok Pesantren Asshiddiqiyah Jakarta

Digital marketing has brought significant changes to the way modern pesantrens operate, particularly in efforts to enhance service quality and maintain competitiveness amid an increasingly digitalized world. The integration of digital marketing strategies enables Islamic educational institutions to promote their services more broadly, precisely, and effectively, thereby increasing visibility and appeal to the public. This approach can be implemented through the application of the 7P framework in service marketing: product, price, place, promotion, people, process, and physical evidence. By applying the 7P model, pesantrens can tailor their services to meet community expectations and evolving educational standards (Ibadiyah et al., 2022; Wahyuni et al., 2021).

One of the main reasons why digital marketing positively impacts service quality is its ability to facilitate smooth communication between the school and stakeholders, particularly students and parents. Pesantrens that actively use social media and official websites can provide up-to-date information about educational services, extracurricular activities, and other supporting facilities (Hikmah et al., 2023; Ibadiyah et al., 2022; Saputra & Fauzi, 2022). This openness in delivering information builds trust and strengthens the institution's image in the eyes of the public. Furthermore, digital platforms allow institutions to reach wider audiences beyond geographical limitations, thus improving user experience and satisfaction with educational services (Bungai et al., 2024; Pujianto & Muzdalifah, 2022).

Digital marketing also plays a critical role in strengthening the branding strategy of pesantrens. As stated by Yanti et al. (2024), branding frameworks adopted through digital media enable schools to effectively communicate their vision, mission, and flagship programs. This strategy builds positive perceptions of the school's environment and values. For example, Pesantren An Nur 2 successfully utilized digital public relations to reinforce its identity as a religious tourism-based educational institution while still emphasizing Islamic values and quality education (Fitri & Lailiyah, 2023). Branding efforts like this not only attract new prospective students but also foster a sense of unity among current students.

The effectiveness of digital marketing in improving service quality is also supported by its capacity for continuous feedback. Digital channels allow pesantrens to gather data regarding stakeholder preferences and experiences, enabling more targeted service development. The ability to conduct online surveys and analyze comments on social media allows schools to identify strengths and areas for improvement. This encourages the formation of a responsive and adaptive educational environment that meets students' evolving needs (Ardhoyo et al.,

2023; Kuswana & Pauzian, 2023).

Digital marketing also broadens access to educational resources. E-learning platforms integrated into the learning system make it easier for students to access supplementary materials and virtual learning spaces. This enriches their learning experience and supports the pesantren's responsibility in delivering a holistic education, both academically and spiritually. Considering the younger generation's reliance on digital technology, adapting curricula and teaching methods has become a necessity to remain relevant and competitive in the digital era (Nadifa & Ambarwati, 2024; Safitri, 2024; Zulkipli et al., 2023).

In addition to its promotional and educational functions, digital media also serves as a medium for disseminating Islamic values. As explained by Kuswana & Pauzian (2023), the emergence of new media provides pesantrens with opportunities to broaden their religious outreach through digital channels. This dual function—as both promotional and educational tools—enhances communication effectiveness with the public and strengthens the role of pesantrens as both religious and educational institutions. Interactive social media campaigns also support the creation of more dynamic and participatory learning environments (Hikmah et al., 2023).

The positive impact of digital marketing is also evident in the area of collaboration. Through digital platforms, pesantrens can build strategic partnerships with alumni, local businesses, and religious organizations. Such collaborations help create a richer educational experience that draws on community resources. These networks contribute to the development of more relevant educational programs that meet students' needs and improve overall service quality (Ardhoyo et al., 2023; Farwati, 2024).

Digital marketing strategies also promote institutional transparency in conveying their educational values and goals, particularly in areas with high non-Muslim populations. By delivering inclusive and open messages through digital platforms, pesantrens can dispel stigmas or misunderstandings that may exist in society. This effort is crucial in building a good reputation and increasing public trust in the institution, thus positively influencing the quality of services provided (Farwati, 2024).

As the global education landscape increasingly shifts toward digitalization, the adoption of digital marketing strategies by pesantrens not only enhances service quality but also helps them adapt to international education standards and demands. The increasingly connected world of education requires every institution to remain responsive to technological developments. By leveraging the potential of digital marketing, pesantrens can not only survive but also thrive as leading educational institutions prepared to compete in the digital transformation era (Bungai et al., 2024; Zulkipli et al., 2023).

Institutional Reputation Has a Negative and Insignificant Impact on Service Quality at Pondok Pesantren Asshiddiqiyah Jakarta

Although the reputation of educational institutions is generally believed to have a substantial influence on the quality of services provided, recent evidence suggests that this influence may be limited—or even negative—within the context of Islamic educational institutions such as pesantrens. These findings challenge conventional assumptions and situate the discussion in a broader context that includes student loyalty, the quality of educational services, and the cultural dynamics embedded in the Islamic education system.

One important aspect explaining the relationship between reputation and service quality is the concept of Total Quality Service (TQS). In a study by Abdullah et al. (2023), it was explained that fostering student loyalty through the implementation of TQS can overcome the negative perceptions that might be associated with an institution's reputation. Their research revealed that even if an institution is perceived to have a low reputation in the public eye, consistently high service quality—particularly in supporting students' academic and personal development—can override such negative stereotypes.

Furthermore, Zakaria & Yusmaliana (2023) showed that effective internal management practices within pesantrens are actually a more significant determinant of educational success than reputation alone. They argued that internal processes, organizational culture, and pedagogical strategies can create an authentic learning environment and opportunities for academic achievement that do not depend on external recognition. In other words, institutional success can be achieved through innovation and dedication to service delivery without relying on externally constructed reputations.

The relationship between reputation and service quality was also examined by Wardana et al. (2023), who explored quality management within pesantrens. They emphasized that graduate quality and students' learning experiences have a greater impact on satisfaction and loyalty than public perceptions of institutional reputation. In this regard, direct experiences of students and parents with the educational services provided are more decisive than the broader public image, which is often generalized and not always accurate.

Hossain et al. (2025) confirmed that an educational institution's focus on directly improving service quality can outweigh the importance of reputation. Factors such as the quality of educators, curriculum effectiveness, and educational infrastructure were found to influence student satisfaction more significantly. Investment in these areas can lead to a positive perception of the institution—even when its reputation may have previously been unfavorable.

This reinforces the notion that reputation is not the sole measure of educational success, and that service quality remains the foundational element in building student and parental trust.

Within the unique socio-cultural context of pesantrens, it is also essential to recognize that the primary goal of these institutions is not merely to pursue public image but to transmit Islamic knowledge and uphold cultural values. Noorhayati et al. (2023) emphasized that pesantrens focus on creating educational environments conducive to students' spiritual and intellectual growth. Therefore, the weak correlation between external reputation and perceived service quality reflects the unique operational paradigm of such institutions. In other words, the pesantren's focus on moral and spiritual development often does not align with conventional indicators of reputation.

On the other hand, institutional reputation can be influenced by environmental factors that do not necessarily reflect the actual quality of educational services. Bernelius et al. (2021) revealed that social and geographic stigmas associated with a pesantren's location can diminish its reputation, even when its academic and operational performance is high. This phenomenon illustrates that institutional reputation is sometimes shaped by biased and subjective public perceptions.

From an organizational psychology perspective, Zuhaery & Badrudin (2023) explained that strengthening internal processes and creating a psychologically supportive learning environment have a significant influence on service quality. They asserted that a psychologically and managerially sound approach can lead to high-quality educational services, regardless of external reputation challenges. This approach fosters a healthy, collaborative, and student-centered learning environment.

Mateus & Juárez (2022) highlighted that reputation formed through branding and marketing strategies does not always have a direct impact on the quality of educational services. They noted a discrepancy between the success of institutional image campaigns and the actual effectiveness of educational programs. This suggests that while reputation may be important for promotional strategies, it is not a guarantee of service quality—especially in the context of Islamic educational institutions that prioritize substance over appearance.

Institutional Reputation Has a Negative and Insignificant Effect on Santri's Intention to Re-Enroll at Pondok Pesantren Asshiddiqiyah Jakarta

In the context of conventional higher education, institutional reputation is often considered a key determinant in students' decisions to enroll and continue their studies. Research by Zhao

et al. (2023) shows that institutional reputation has a significant impact on international student loyalty. These findings are relevant in competitive higher education environments that are oriented toward global recognition. However, in the context of pesantrens or Islamic boarding schools, the dynamics influencing students' intention to re-register differ fundamentally. In these environments, factors such as cultural values, community closeness, and religious affiliation tend to dominate over institutional reputation alone.

This emphasis on personal and communal values is reflected in the findings of Sugiharto et al. (2021), who noted that although reputation plays a role in shaping student loyalty at polytechnic institutions, prospective students often prioritize personal and community values over institutional prestige. In the case of pesantrens, students and their families frequently base their decisions on spiritual considerations, social environment, and the continuity of family values rather than the institution's formal reputation. Consequently, institutional reputation is not always a primary reference and may even be a less relevant factor in decisions regarding educational continuity.

Furthermore, Hossain et al. (2025) emphasized that students' satisfaction with their education is not entirely determined by institutional reputation. Instead, factors such as teaching approaches, interpersonal relationships, and the values embedded in the educational process play a more dominant role. In pesantrens, educational practices that emphasize spiritual guidance and a holistic approach often do not align with conventional indicators of institutional reputation. Nevertheless, students' need for meaningful education can still be fulfilled, which in turn influences their decision to re-enroll in the institution.

Another aspect influencing student loyalty is organizational identification—the extent to which students feel a sense of belonging to their educational institution. Hassani & Wilkins (2022) found that strong organizational identification can override reputation considerations in determining student loyalty. In the pesantren context, this identification is often strengthened by shared religious values, peer solidarity, and life experiences that foster a deep sense of community. These emotional bonds create a powerful attachment that encourages students to stay, even if the pesantren does not have a strong external reputation.

Contrary to traditional views that re-registration decisions are driven by institutional reputation, many pesantren students base their decisions on non-academic aspects such as community relationships, personal mentorship, and spiritual growth. Malhotra & Apicerno (2023) stated that interpersonal relationships and community values are critical determinants of educational choices. For many students, the pesantren experience is not merely an academic journey but a transformative process involving spiritual, social, and emotional development.

This phenomenon indicates a shift away from the conventional reputation-oriented model of student loyalty toward a model focused on meaning and lived experience. Raja (2023) highlighted that poor institutional reputation does negatively impact student loyalty in general education contexts. However, in pesantren environments, firsthand experiences and the sense of belonging built from daily involvement in the community have a greater influence on loyalty and the desire to continue education.

Moreover, contextual factors such as social and cultural values strongly influence students' intention to re-register. Heiskala et al. (2022) explained that social context plays a significant role in educational transitions. Pesantrens are often situated within communities that uphold deeply rooted traditional values. Students' decisions to continue their education in pesantrens are frequently shaped by the influence of family and community values that prioritize the continuity of Islamic education, rather than considerations of institutional reputation alone.

Location Has a Positive and Significant Influence on Service Quality at Pondok Pesantren Asshiddiqiyah Jakarta

The quality of services provided within the pesantren environment plays a crucial role in shaping the overall educational experience and development of students, and also influences their level of satisfaction. One often overlooked yet significantly influential factor affecting service quality is the geographical location of the pesantren itself. A strategic location not only enhances accessibility but also supports active engagement with the surrounding community. In this context, dimensions of service quality such as tangibles, empathy, reliability, responsiveness, and assurance are key indicators that collectively shape students' experiences at the pesantren.

Research by Nugraha & Nisa (2023) emphasizes that high service quality can significantly increase customer satisfaction. In the pesantren setting, a location that is easily accessible and close to the local community enables more effective communication and strong social support. This aligns with the findings of Yusuf et al. (2022), who revealed that service dimensions such as empathy and reliability—which are heavily influenced by the institution's location and connection with the surrounding community—are directly correlated with community satisfaction toward educational services.

Moreover, the study by Nurofik & Wiana (2022) shows that service quality across five main dimensions, including empathy and responsiveness, contributes to the development of loyalty through the mediating role of satisfaction. In other words, when a pesantren is able to provide services that meet community expectations through a responsive, locally-oriented approach,

the likelihood of continued engagement from students and their families increases. This is where the role of location becomes critical: the physical presence of the pesantren within a community not only reinforces the tangible aspect of its services but also helps shape a positive image of the institution's values.

Emotional dimensions of service are also a key consideration in how students and parents assess service quality. Jaya & Sukaatmadja (2023) state that positive emotional interactions—shaped through quality services—can foster attachment and loyalty from service recipients. In the pesantren context, a carefully selected location—such as one in a culturally significant area or one with historical ties to the community—can facilitate emotional connections among students, parents, and the institution. This creates a deep psychological bond that influences the decision to continue education at the pesantren.

Additionally, community engagement is an important aspect that further strengthens perceived service quality among students and their families. Research by Justianus (2023) highlights the importance of public communication and community relations strategies in shaping perceptions of educational services. In pesantrens, locally-based approaches—such as involving community leaders, hosting community events, and maintaining active communication with parents—are essential for aligning public perception with the pesantren's educational mission. A location embedded within the community allows for these strategies to be implemented optimally, thereby enhancing overall service quality.

An integrated, community-based management approach is also recognized as a key requirement in improving pesantren service quality. Finawati (2022) affirms that quality management practices based on community feedback and aspirations have been proven to enhance the effectiveness of educational service delivery. In this regard, a location close to the community not only accelerates communication and feedback collection but also enables the pesantren to formulate strategies tailored to the local context. This approach strengthens the relevance of services and makes them more adaptive to community needs.

Ongoing evaluation of service quality in relation to community expectations is a driver of innovation and continuous improvement within pesantrens. Prasetya (2023) emphasizes that innovation in service provision and effective service delivery directly impact stakeholder satisfaction and institutional loyalty. Therefore, it is essential for pesantrens to not only rely on traditional values in managing services but also continuously adapt to societal dynamics and expectations. This can only be achieved when the educational institution is strategically positioned within an environment that fosters collaboration, participation, and active engagement between the school and the community.

Location Has a Positive and Significant Effect on Santri's Intention to Re-Enroll at Pondok Pesantren Asshiddiqiyah Jakarta

In the context of pesantrens, location is not merely viewed as a geographical point but as an extension of cultural identity and community values. Sarpendi & Komalasari (2023) emphasize that students enrolled in Islamic educational institutions often perceive location as a crucial aspect of their educational experience due to its strong connection with local culture and the spiritual and social aspirations passed down through generations. Pesantrens frequently function as community centers, where educational activities are integrated with religious and social life. This community involvement creates a nurturing environment for both academic and spiritual development. The curriculum and management patterns in pesantrens are typically designed to strengthen familial and social bonds, leading parents to place greater trust in the educational process. This trust directly influences their decision to re-enroll their children in the same institution.

Furthermore, the quality of educational services offered plays a significant role in promoting student satisfaction, which in turn affects their intention to return. Guo et al. (2025) assert that perceptions of educational service quality significantly impact overall satisfaction and the decision to continue studies at the same institution. When a school is able to demonstrate strong service delivery—through curriculum, infrastructure, and interpersonal interactions—student satisfaction increases, raising the likelihood of re-registration.

In the pesantren context, location also contributes to reinforcing students' cultural identity. Contextual education aligned with local culture increases student engagement in the learning process. A locally based curriculum that reflects community values can foster a sense of belonging and pride in the institution, motivating students to continue their education in the same environment. Sarpendi & Komalasari (2023) highlight that integrating Islamic education with community traditions strengthens emotional attachment to the institution, reinforcing the intention to remain enrolled.

The religious dimension is a core foundation in Islamic education. Schools located near religious centers are often perceived as providing a more holistic educational experience. The consistent reinforcement of Islamic teachings, supported by the institution's physical environment, reassures parents that their children will not only excel academically but also grow spiritually. This reinforces family confidence in continuing their children's education at the same pesantren.

However, economic constraints and geographic mobility also influence re-registration

decisions. Many families with limited financial means choose pesantrens that are geographically closer due to cost efficiency and ease of access. Hariyanto & Nafi'ah (2022) found that economic considerations—such as transportation and accommodation costs—often become decisive factors in the decision to continue education at the same institution. Equally important, location affects the variety of educational options available to students. In urban areas, pesantrens tend to offer more diverse academic programs and extracurricular activities that align with students' interests. Access to such innovative programs can boost students' motivation to remain engaged in the educational process at the institution.

The contribution of community leaders and local stakeholders in promoting the importance of Islamic education also plays a major role in shaping students' intention to re-register. When community figures actively support and encourage the continuity of education in pesantrens, they exert strong influence over families' decisions to continue entrusting their children to these institutions. As explained by Nathie (2021), local community support serves as a catalyst for strengthening the bond between educational institutions and society, thereby fostering the sustainability of Islamic education.

Service Quality Has a Positive and Significant Influence on Santri's Intention to Re-Enroll at Pondok Pesantren Asshiddiqiyah Jakarta

The quality of services provided by educational institutions—particularly pesantrens—has a significant impact on student satisfaction, which is a major factor in determining their intention to re-register. When students feel that their needs—both academic and non-academic—are optimally met, their emotional attachment and trust in the institution increase. In this context, Syarifuddin et al. (2023) emphasize that effective counseling services play a critical role in helping students resolve personal and social issues, thus creating a more positive and holistic learning experience. When students feel supported emotionally and spiritually, they are more inclined to continue their education at the institution.

Moreover, technological support is another key aspect in enhancing the quality of educational services. Indarti (2021) noted that technological advances in online registration processes ease student-institution interactions, creating an efficient and pleasant experience. A streamlined, fast, and transparent administrative process gives an impression of professionalism and responsibility from the institution, ultimately strengthening student loyalty. A positive initial experience—starting from registration—fosters trust among students and parents, increasing the likelihood of continued enrollment.

Religious service quality also plays an important role in shaping students' positive attitudes

toward their education. Research by Astuti et al. (2024) shows that students who are actively involved in high-quality religious services exhibit better behavior and more supportive attitudes toward the educational process. This is reinforced by Abdullah et al. (2023) through the Total Quality Service (TQS) approach, which stresses that services addressing students' spiritual needs lead to greater loyalty. This approach is highly relevant in the pesantren context, where the integration of religious learning and character building is a central institutional goal.

Furthermore, service elements such as reliability and empathy significantly influence students' perceptions of the institution. Zamroni et al. (2023) highlight that improving service quality through consistent educational delivery and genuine care for students' well-being greatly impacts their satisfaction levels. When students perceive commitment and concern from educators and administrative staff, they view the institution as a supportive environment for holistic personal development. This aligns with Imam & Abdullah (2022), who stress that enhancements in both physical and emotional aspects of service will motivate students to re-enroll.

On the other hand, effective service management provides a competitive advantage for educational institutions, especially amid increasing competition among Islamic schools. Diana & Zaini (2023) explain that by leveraging service quality as a primary differentiator, pesantrens can attract and retain students over the long term. This advantage is reflected in a positive and memorable learning experience, which not only fosters satisfaction but also strengthens institutional loyalty. Students who perceive their school as superior in service provision are more likely to continue their education there.

The social and cultural aspects inherent in pesantren life also contribute to shaping students' intention to re-register. A sense of belonging to the school community and its social environment creates a strong emotional bond between students and the institution. Nurdin & Rasyid (2022) emphasize the importance of leadership integrity and a supportive environment in forming student identity. When students feel that they are being educated not only academically but also morally and spiritually, their motivation to continue their education naturally increases.

An environment that fosters a sense of safety, appreciation, and holistic support strengthens students' attachment to the institution. In this context, a pesantren that succeeds in delivering services addressing students' cognitive, affective, and spiritual needs will gain both trust and commitment from its students. Service quality affects not only short-term perceptions but also builds long-term loyalty, reflected in the intention to continue education at the same

institution.

4. Conclusion

This study aimed to formulate strategies to increase students' re-enrollment intention at Pondok Pesantren Asshiddiqiyah Jakarta through digital marketing, institutional reputation, location, and service quality. Based on SEM-AMOS analysis of 230 respondents, the findings show that digital marketing, location, and service quality significantly influence re-enrollment intention.

Digital marketing has the strongest effect on service quality (coefficient = 1.037; p = 0.004) and also directly influences re-enrollment intention (coefficient = 0.285; p = 0.046), indicating its vital role in shaping perceptions and student loyalty. In contrast, institutional reputation has no significant impact on either service quality or re-enrollment intention, suggesting that external reputation is less relevant than students' actual experiences.

Location positively affects both service quality (coefficient = 0.245) and re-enrollment intention (coefficient = 0.178), both with p < 0.001, highlighting the importance of geographic proximity and community ties.

Service quality itself strongly impacts re-enrollment intention (coefficient = 0.585; p < 0.001), confirming its central role in building student loyalty. In summary, strategies should focus on strengthening digital marketing, leveraging location, and enhancing service quality. Institutional reputation, however, does not significantly drive re-enrollment in this context.

Implications

This study has both theoretical and practical implications. Theoretically, it contributes to educational management literature by showing that institutional reputation does not significantly influence student loyalty in pesantren. Instead, re-enrollment is shaped more by students' real experiences and internal relationships than by external image.

Practically, the findings suggest that pesantren management should prioritize adaptive digital marketing strategies suited to younger generations—strengthening social media, websites, and digital platforms to boost visibility and psychological engagement. Additionally, improving the quality of academic, religious, and daily life services is crucial to ensure student comfort and trust. Lastly, leveraging strategic location and community ties can serve as a key competitive advantage in building long-term student loyalty.

Research Limitations

Despite its systematic quantitative approach using SEM-AMOS, this study has several limitations. First, it is cross-sectional, capturing santri intentions at a single point in time, without reflecting changes over time. Second, the study focuses solely on Pondok Pesantren Asshiddiqiyah Jakarta, limiting the generalizability of the findings. Third, data were collected through self-reported questionnaires, which may introduce perception bias or socially desirable responses. Lastly, the study did not include control or moderating variables, which could have provided a deeper understanding of the variable relationships.

Recommendations for Future Research

Future studies are encouraged to adopt a longitudinal approach to capture changes in students' re-enrollment intentions over time. Expanding the sample to include multiple pesantrens across different regions would enhance the generalizability of findings within Indonesia's Islamic education context. Including additional variables such as student satisfaction, trust in caregivers, parental involvement, and organizational identification could offer deeper insights.

A mixed-method approach is also recommended, combining quantitative data with qualitative methods like interviews or focus groups to explore emotional, spiritual, and social factors not captured through surveys. This holistic approach would support more targeted and impactful strategies for enhancing student loyalty and re-enrollment in Islamic boarding schools.

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