Energizing Value More Powerful Than Emotional Value to Intention to Enroll

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Abstract

The novelty of this research, First the Energizing Value is more powerful than Emotional Value in pushing the intention to enroll. Second Traditional WOM has influenced e-service Quality. This study applies the PLS-SEM analysis method using the Smart-PLS with version 3.2.9. The methodology has a multi-equation model, namely Outer Model and Inner Model. In the Outer Model, there are 242 respondents who are students in grades 11 and 12 from private high schools in Indonesia. The finding and contribution from this research is the Energizing Value has a path coefficient 0.245, it is more powerful than the emotional Value that has a value 0.243 to Intention to Enroll, so central marketing from the university has to make an event to increase enthusiastic, motivated, strong or confidence from students in High School, in order to push into the intention to enroll. Second, the traditional WOM has a positive and significant with path coefficient 0.052. So based on this finding than managerial implications are the management has to encourage and motivate in order to increase pride, excitement, activeness, strength, and enthusiasm in the high school students. The Energizing Value has more powerful than the emotional Value in encouraging high school students to make the decision to intention to enroll.

Keywords: Energizing Value, Emotional Value, WOM, e-Service Quality, Intention to Enroll

1. Introduction

The learning process and marketing have been significantly altered by the pandemic, particularly in Jakarta's universities, where a new normal of hybrid learning has emerged. Previous studies have focused on cognitive factors to assist universities in attracting high school students. Understanding how Generation Z makes decisions regarding university selection, which is complex and future-oriented, is crucial. Does Generation Z rely more on social media marketing or the opinions of their closest family, friends, and school counselors when choosing a university? Previous research suggests that Generation Z, characterized by impulsive decision-making, often relies on emotions for short-term decisions. However, a study by Viswanathan and Jain in 2013 revealed that the current generation tends to consider the perspectives of family and close associates for future-related choices.

Recent studies, such as the work of Le et al. (2020), have explored various cognitive and rational factors influencing enrollment intentions. These factors include job prospects after graduation, university reputation, tuition fees, entry requirements, teaching quality, scholarship opportunities, graduate reputation, available study programs, admissions processes, industry connections, facilities, teaching staff expertise, location, public image, and course difficulty. Additionally, Yu and Wang (2020) indicate that subjective norms and attitudes play a role in enrollment intentions, a view supported by Mohamed Nazidin et al. (2019) who emphasize the influence of subjective norms and attitudes on behavioral intentions. Fazal-e-Hasan et al. (2018) further highlight the impact of attitude, subjective norms, and value-added services on enrollment intentions. Moreover, Simiyu et al. (2020) find that brand personality and social media marketing affect enrollment intentions. Lastly, Hoa and Hang (2016) suggest that image, satisfaction, and perceived value have an influence on re-enrollment intentions.

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

2. Literature Review
2.1 Social Media Marketing

Social media marketing refers to the utilization of social media platforms to promote products or services and positively influence consumer behavior (Chen & Lin, 2019). It involves a range of activities aimed at engaging users, particularly teenagers, in interactive communication that can evoke empathy and potentially have an emotional impact on them in the future. It is important to recognize that this emotional influence is closely intertwined with marketing strategies (Kim & Ko, 2012). Ajima (2019) defines social media marketing as the application of online platforms, applications, and social media channels to facilitate interaction, collaboration, and content sharing.

2.2 E-Service Quality

E-service refers to the delivery of services in the online domain. Santos (2003) outlines various aspects of e-service quality, including usage, content, structure, linkage, search, and appearance. Alternatively, Li and Suomi (2009) present a comprehensive framework that combines service quality criteria proposed by Parasuraman (1985) with additional dimensions like security, personalization, and information. For this study, the dimensions suggested by Li and Suomi (2009) are adopted as they encompass both offline and online aspects of service quality.

2.3 WOM

Word of Mouth (WOM) can be defined as a form of communication between individuals that carries significant influence, as outlined by Le et al. (2020b). Oluwafemi and Dastane (2016) explain that WOM involves individuals sharing their stories or experiences with at least one of their acquaintances. Within the realm of WOM, researchers have identified several elements, including message frequency, messenger reputation, message richness, conversation dispersion, and message delivery style (Shedrack Oluwafemi & Dastane, 2016). Furthermore, Bansal and Voyer (2000) emphasize that WOM can also serve as a valuable source of information.

2.4 Emotional Value

Perceived value, as defined by Zeithaml (1988), refers to how consumers assess products and services based on their perceptions of the trade-offs between sacrifices made and benefits received. It is closely connected to concepts like utility, price, and quality. Value, as described by Holbrook (1999), emerges from an individual's evaluation using standards, rules, criteria, norms, or goals. Both Zeithaml (1988) and Holbrook (1999) concur that perceived value is determined by consumers' overall assessment of a product's usefulness, taking into account the perceived benefits in relation to the costs involved. Perceived value can be unidimensional when consumers prioritize a single aspect or multidimensional when it encompasses multiple components, forming what is known as consumer value. In the present study, perceived value in higher education is further categorized into emotional value and energizing value.

Among the aforementioned perceived value components, emotional value plays a role in the decision-making process of high school students (Gottlieb & Beatson, 2018). Positive emotions such as happiness, pride, and hope are experienced during learning (Lu Li, 2020). However, according to preliminary research by Achmadi et al. (2020), positive emotions increase after receiving an offer or marketing promotion, indicating that there are emotions that can energize or activate students, leading to an intention to enroll. Therefore, a new construct is needed to represent the emotions evoked that can motivate or inspire individuals and are future-oriented, prompting them to take action.

2.5 Energizing Value

Energizing value, a newly introduced concept, refers to the emotions that are aroused, capable of inspiring and motivating individuals, and oriented towards future actions (Achmadi et al., 2021). Emotional value represents one aspect of perceived value. Research in the field of biotechnology conducted by Kaur et al.

(2018) supports the relationship between emotions and behavior, where emotions trigger behavioral responses through the activation of hormones and are influenced by thoughts. Positive thoughts, for example, stimulate the production of endorphins, which ultimately generate energetic and pleasant emotions, driving decision-making actions. Based on this understanding, the present study focuses on positive emotions that activate energy and are rooted in positive thoughts. When exploring similar terms, "energetic" can be synonymous with excited, enthusiastic, active, or strong. Enthusiasm, characterized by an energetic state, and energy, characterized by an active state, are closely related. Similarly, the term "inspired" implies enthusiasm and serves as an emotion that motivates and activates individuals to take action. Previous studies have predominantly emphasized emotional value. However, the emotional value associated with university selection is more complex than that of purchasing goods. Therefore, it is crucial to identify which values can generate the impetus for decision-making (Achmadi et al., 2020).

The term "energizing" can be understood as an emotion that stimulates energy and serves as a catalyst for taking action. Similar to the concept of emotional value, it involves the presence of emotions. According to Sweeney and Soutar (2001), emotional value encompasses feelings of enjoyment, relaxation, surprise, and pleasure. Hence, it requires an emotion that can motivate individuals to initiate action. Initial research conducted by Achmadi et al. (2020) indicated that individuals experienced heightened emotions such as pride, excitement, activity, strength, and enthusiasm after receiving promotional materials from university marketing efforts.

In terms of the word's meaning, "energizing" can be defined as an emotion that generates energy or activates individuals. According to Sweeney and Soutar (2001), emotional value includes feelings of enjoyment, relaxation, surprise, and pleasure. Therefore, it necessitates an emotion that can motivate people to take action. In the initial study conducted by Achmadi et al. (2020), it was found that individuals experienced heightened emotions, such as pride, excitement, activity, strength, and enthusiasm, after receiving promotional materials from university marketing campaigns.

2.6 Social Media Marketing and Emotional Value and Energizing Value

Auliarahman (2020a) asserts that social media marketing exerts a significant influence on perceived value, which encompasses functional, emotional, and economic values (Auliarahman, 2020b). This viewpoint is supported by Chen and Lin (2019), who suggest that social media marketing has a positive impact on perceived value, including functional value, epistemic value, emotional value, and social value. Therefore, drawing from the insights provided by these studies, it can be inferred that social media marketing, particularly on social media platforms, has a favorable effect on emotional value.

The term "energizing" can be understood as synonymous with being active or motivated. Energizing value refers to an individual's perception of positive emotions that drive and inspire them, with a focus on future-oriented actions. Richardson et al. (2012) explain that motivation reflects an individual's capacity to persevere through challenging tasks and the efforts they invest in achieving them. Motivation plays a crucial role in academic success, as demonstrated by Barton et al. (2021), who highlight the positive influence of social media marketing on motivation. Additionally, Mazer et al. (2007) suggest that students' motivation to use social media marketing affects their motivation in selecting universities and engaging in learning activities. Therefore, based on these empirical studies, it can be inferred that social media marketing has a positive impact on energizing value. Considering these studies, the following hypotheses can be formulated:

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

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

2.7 WOM to Intention to Enroll

WOM is an influential source of interpersonal communication (Le et al., 2020) and have positively influence to intention to enroll, (Le et al., 2020) Beside that according to (Maulana, 2022), WOM implies that tie strength with the WOM givers and their expertise power are the determining factors in explaining

prospective international students' WOM seeking behaviors. Finally base on (Carolin et al., 2022) WOM is good for university promotion tools.

Based on the above studies, the following hypothesis can be formulated:
H3: Social media marketing has a positive effect on emotional value.

2.8 WOM to e-Service Quality

Considerable research has been conducted on traditional Word of Mouth (WOM) and its impact on service quality, which in turn affects the quality of universities (Leonnard, 2018). However, in the past two years, the learning landscape has significantly changed, with students transitioning to online learning due to various factors. As a result, students have adapted to online studying and most of their activities are now conducted virtually. Consequently, the process of enrolling in universities has also shifted to an online platform, leading to an increased emphasis on e-service quality provided by universities, which has been observed to be satisfactory (Leonnard, 2018).
Based on the above studies, the following hypothesis can be formulated:
H4: WOM has a positive effect on e-Service Quality

2.9 e-Service Quality to Emotional Value and Energizing Value

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

Based on the above studies, the following hypotheses can be formulated:
H5: e-Service Quality has a positive effect on Emotional Value
H6: e-Service Quality has a positive effect on Energizing Value

2.10 Emotional Value and Energizing Value to Intention to Enroll

According to the research conducted by Fazal-e-Hasan et al. (2018), it has been established that the quality of perceived value has an impact on hope. Ahn and Kwon (2020) have also noted that perceived value includes economic, social, hedonic, and altruistic influences, which significantly influence positive anticipated emotions. In the context of hope, motivation and action plans play a crucial role in driving purchase decisions (Fazal-e-Hasan et al., 2018). Additionally, Stephanou et al. (2011) have highlighted the importance of student motivation in generating positive emotions. Based on these findings, it can be inferred that perceived value has a positive and significant effect on positive emotions, particularly enthusiasm, which is one of the indicators of energizing value. Considering these studies, the following hypotheses can be formulated:
H7: Emotional value has a positive effect on the intention to enroll.
H8: Energizing value has a positive effect on the intention to enroll.

3. Research Methodology

The main objective of this empirical study is to investigate the factors that influence online learning during the COVID-19 pandemic. The study specifically focuses on high school students in grades 11 and 12 in Tangerang. A non-probabilistic convenience sampling method is utilized to select the participants, resulting in a total of 242 respondents for data collection. The data is collected through the utilization of Google Forms, employing a multiple-choice questionnaire format.

For data analysis, the research employs the PLS-SEM (Partial Least Squares Structural Equation Modeling) analysis method using SmartPLS version 3.2.9. The PLS-SEM analysis consists of two models: the outer model and the inner model. The outer model examines the relationship between indicators and their respective latent variables. It assesses the reliability and validity of the measured variables' indicators, ensuring the measurement model's quality (Hair et al., 2019). On the other hand, the inner model represents the structural model, which evaluates the overall quality of the research model by examining the significance of relationships between constructs, typically through path coefficient analysis.

3.1. Outer Model

In accordance with Hair et al. (2019), the outer model involves assessing the reliability and validity of the measured indicators. The reliability test is conducted in a sequential manner. Firstly, the indicators of the latent variables are examined, with the requirement that the outer loading value should exceed 0.708. Secondly, the construct reliability is assessed through calculations of Cronbach's alpha and composite reliability, where the results should surpass 0.7. Subsequently, construct validity is evaluated by considering the average variance extracted (AVE), which should be higher than 0.5. Furthermore, the stage of discriminant validity testing is conducted by analyzing the heterotrait-monotrait ratio (HT/MT), which should have a value below 0.9 to fulfill the condition.

3.2. Inner Model

The inner model represents the structural model in the analysis that can show the relationship between latent variables in research. The first step that needs to be done is checking the variance inflation factor (VIF) to test the existence of multicollinearity between variables with an ideal value of < 3. If the value obtained is 3-5, then it is suspected that there is multicollinearity. However, if the value obtained is more than 5, it can be said that it is in a critical state (Hair et al, 2019). Second, the test is continued by looking at the coefficient of determination or R^2 which has a value between 0 to 1. The value of this coefficient of determination is an explanation function of the PLS-SEM of the model made. Therefore, the closer the number is to 1, the better it is. The R^2 level is divided into three, namely the 0.75 level, the 0.5 level and the 0.25 level. The 0.75 level is substantial, 0.5 is moderate, and 0.25 is weak. Then, the third step that needs to be done is to look at the value of Q^2 or the predictive relevance of a model. This predictive capability is sharpened by using Q2_predict. If Q2_predict < 0, then the model does not have the ability to predict. Based on this, steps one, two, and three can explain the quality of the model.

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

3.2 Variable Operationalization

Indicator	Description	Source
Social Media Marketing		
SM1	Engaging in university social media marketing is an enjoyable experience.	Simiyu, Bonuke, dan Komen (2019)
SM2	The information presented on the university's social media marketing is highly engaging.	Simiyu, Bonuke, dan Komen (2019)
SM3	Social media marketing from universities allows information sharing with friends.	Simiyu, Bonuke, dan Komen (2019)

SM4	I have the opportunity to express my viewpoint through the university's social media marketing.	Simiyu, Bonuke, dan Komen (2019)
SM5	The university's social media marketing acknowledged and addressed my opinion.	Simiyu, Bonuke, dan Komen (2019)
SM6	Through social media marketing at the university, I can easily access the specific information I need.	Simiyu, Bonuke, dan Komen (2019)
SM7	I got marketing program information from the university's Instagram.	Simiyu, Bonuke, dan Komen (2019)
SM8	Searching for information through the university's social media marketing is complete.	Simiyu, Bonuke, dan Komen (2019)
SM9	I see comments from netizens in choosing majors	Simiyu, Bonuke, dan Komen (2019)
SM10	I uploaded content from the university's social media marketing to my blog.	Simiyu, Bonuke, dan Komen (2019)
e-Service Quality		
EF1	The content on this website is effectively structured and arranged.	(Li & Suomi, 2009)
EF2	It makes it easy to get anywhere on the site	(Li & Suomi, 2009)
EF3	It enables me to complete a transaction quickly	(Li & Suomi, 2009)
EF4	This site makes it easy to find what I need	(Li & Suomi, 2009)
EF5	This site is simple to use	(Li & Suomi, 2009)
EF6	This site enables me to get on to it quickly	(Li & Suomi, 2009)
EF7	It loads its pages fast	(Li & Suomi, 2009)
SA1	This site is always available for business	(Li & Suomi, 2009)
SA2	This site does not crash	(Li & Suomi, 2009)
SA3	Pages at this site do not freeze after I enter my information	(Li & Suomi, 2009)
FL1	It has in stock the items the company claims	(Li & Suomi, 2009)
FL2	It delivers orders when promised	(Li & Suomi, 2009)
FL3	This site makes items available for delivery within a suitable time frame	(Li & Suomi, 2009)
FL4	It makes accurate promises about delivery of products	(Li & Suomi, 2009)
FL5	It quickly delivers what I order	(Li & Suomi, 2009)
FL6	It is truthful about its offerings	(Li & Suomi, 2009)
PC1	It does not share my personal information with other sites	(Li & Suomi, 2009)
PC2	This website ensures the security of my credit card information.	(Li & Suomi, 2009)
PC3	This website safeguards the privacy of my online shopping activities and behavior.	(Li & Suomi, 2009)
RS1	This website effectively manages the process of product returns.	(Li & Suomi, 2009)
RS2	This site offers a meaningful guarantee	(Li & Suomi, 2009)
RS3	This site offers me convenient choices when it comes to returning items.	(Li & Suomi, 2009)
RS4	It takes care of problems promptly	(Li & Suomi, 2009)

RS5	This website provides clear instructions on what steps to take if my transaction is not successfully processed.	(Li & Suomi, 2009)
CO1	This site compensates me for problems it creates	(Li & Suomi, 2009)
CO2	This site offers compensation in cases where the ordered items do not arrive within the specified timeframe.	(Li & Suomi, 2009)
CN1	This site provides a telephone number to reach the company	(Li & Suomi, 2009)
CN2	This site has customer service	(Li & Suomi, 2009)
	representatives \available online	(Li & Suomi, 2009)
CN3	It offers the ability to speak to a live person if there is a problem	(Li & Suomi, 2009)
CN4	Customer service universitas	(Li & Suomi, 2009)
	Give solution for me?	(Li & Suomi, 2009)
WOM		
WOM1	I got information about the university from the guidance and counselling teacher	(Nsuworks & Sessa, 2017)
WOM2	Complete information about the university I got from my closest family and friends	(Nsuworks & Sessa, 2017)
WOM3	My consultation with my family, encouraged me to choose a university.	(Nsuworks & Sessa, 2017)
WOM4	My information with friends, prompted me to choose a university.	(Nsuworks & Sessa, 2017)
WOM5	My references with friends, made me sure of my university choice.	(Nsuworks & Sessa, 2017)
Emotional Value		
EV1	I experience happiness when I receive information from a university with a strong reputation.	(Sheth et al., 1991)
EV2	I experienced a delightful surprise upon receiving information from the advertised university.	(Sheth et al., 1991)
EV3	I feel a sense of relaxation after receiving information from the advertised university.	(Sheth et al., 1991)
EV4	I experience joy upon receiving information from the university that was advertised.	(Sheth et al., 1991)
EV5	I experience joy when receiving information from universities that align with my field of interest.	(Sheth et al., 1991)
EV6	Information about the university is of interest to me	(Sheth et al., 1991)
EV7	I like the information from the promoted university	(Sheth et al., 1991)
Energizing Value		
EZ1	I was excited after getting the information from the university	(Achmadi et al., 2020)
EZ2	I felt enthusiastic after getting the information from the university.	(Achmadi et al., 2020)
EZ3	I feel motivated to take action after getting information from the university	(Achmadi et al., 2020)
EZ4	I feel optimistic after getting the information from the university	(Achmadi et al., 2020)

Intention to Enroll		
IN1	I am planning to apply to a promoted university	(Fazal-e-Hasan et al., 2018)
IN2	I am interested to apply to the promoted university	(Fazal-e-Hasan et al., 2018)
IN3	I am interested to apply to a reputable university	(Fazal-e-Hasan et al., 2018)
IN4	I am enthusiastic about applying to a university that holds a favorable position in rankings.	(Fazal-e-Hasan et al., 2018)
IN5	I am intrigued by the prospect of applying to a distinctive university.	(Fazal-e-Hasan et al., 2018)
IN6	I am keen on seeking admission to a renowned university.	(Fazal-e-Hasan et al., 2018)
IN7	I have a keen interest in pursuing admission to a forward-thinking university.	(Fazal-e-Hasan et al., 2018)

4. RESULT

The Outer Model functions as a measurement model that evaluates and analyzes the relationship between indicators and their corresponding latent variables. The measurement model analysis encompasses two primary components: the reliability assessment and the validity assessment.
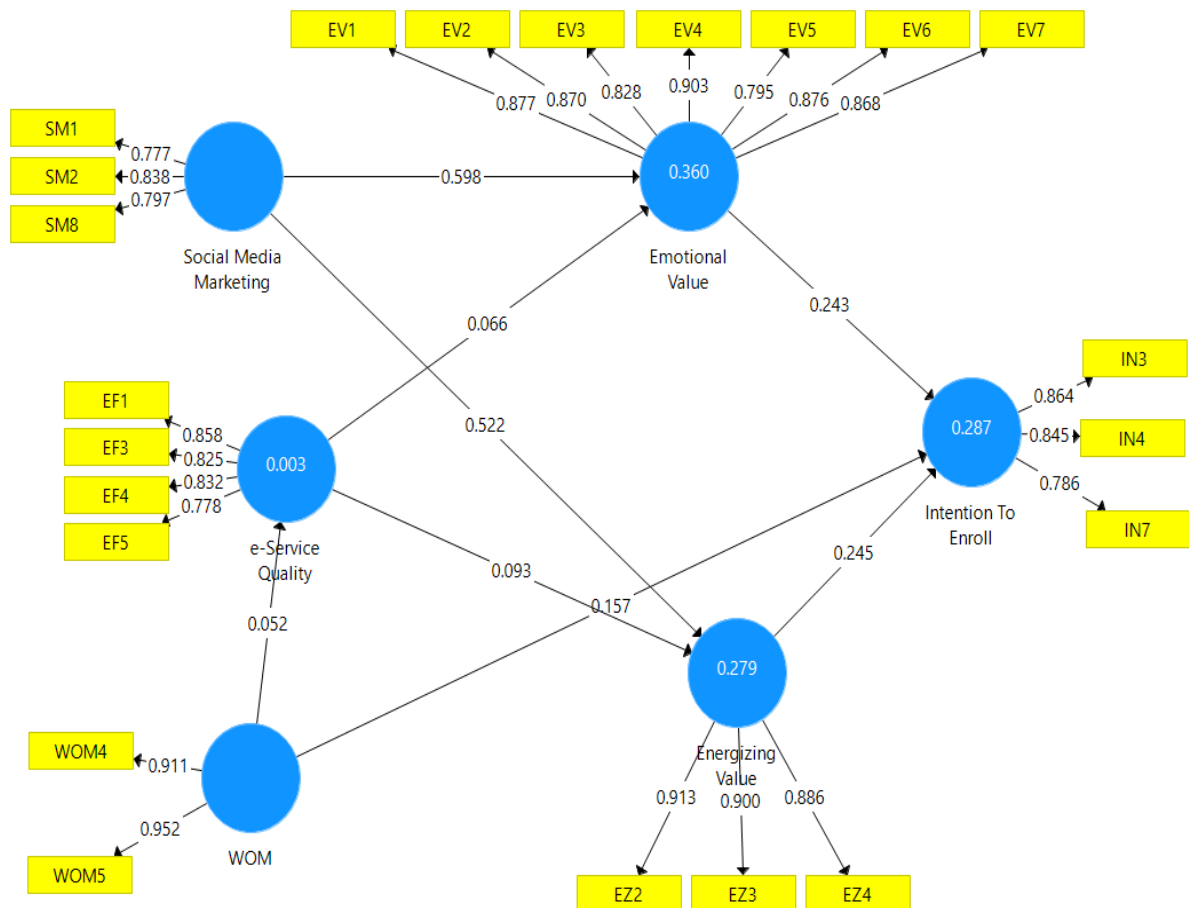

Figure 4.1 Outer Model
(Source: Result from Smartpls)

After examining Table 3.1, it is evident that all indicators demonstrate robust reliability, surpassing the threshold value of 0.708 (Hair et al., 2019).

Table 4.1 Outer loading

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

(Source: Result from Smartpls)

Upon examining Table 4.2, the construct reliability section demonstrates that all constructs are deemed reliable as indicated by their AVE (Average Variance Extracted) values exceeding 0.5 and Crombach's Alpha values surpassing 0.7 (Hair et al., 2019).

Table 4.2. Construct Reliability

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Emotional Value	0.941	0.952	0.740
Energizing Value_	0.882	0.927	0.809
Intention To Enroll_	0.777	0.871	0.693

Social Media Marketing_	0.726	0.846	0.647	
WOM_	0.851	0.929	0.868	
e-Service Quality_	0.846	0.894	0.678	

(Source: Result from Smartpls)

By referring Table 4.3, the validity ofthe inter-constructs can be evaluated using the Heterotrait-Monotrait Ratio (HTMT), where all values are below 0.9. These findings indicate that there are no significant multicollineairy concerns among the constructs (Hair et al., 2019).

Table 4.3 Heterotrait-Monotrait Ratio (HTMT)

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

(Source: Result from Smartpls)

Upon examination of Table 4.4, it can be observed that all the values in the Inner VIF (Variance Inflation Factor) fall within the range of 1 to 3. This indicates that there is no substantial problem of multicollinearity among the variables, affirming the validity of the model as per the study conducted by Hair et al. (2019).

Table 4.4 Inner VIF

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

(Source: Result from SmartPLS)

The analysis of Table 4.5 reveals that the R-Squared value for the Intention to Enroll variable is 0.454 or 45.4%. This indicates that the predictive accuracy of the model is relatively weak. Furthermore, the Negative Emotional value accounts for 5.8%, while the Epistemic value contributes to 44.7% and the Functional Value to 42.2%. In terms of e-service quality, it amounts to less than 19.7%, and specifically for e-service quality, it corresponds to 5.8%. These findings are based on the study conducted by Hair et al. (2019).

Table 4.5 R-Squared

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

(Source: Result from SmartPLS)

Table 4.6 Bootstrapping

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

(Source: Result from Smartpls)

Table 4.6, Bootstrapping, indicates that all paths in the model exhibit a positive effect. This is inferred from the fact that the T-statistic values for these paths are greater than 1.645, which is the critical value for a significance level of 0.05. Additionally, the p-values associated with these paths are less than 0.05, confirming their statistical significance. Notably, two paths, in particular, have p-values that are lower than 0.05, further underscoring their significance (Hair et al., 2019).

5. CONCLUSION

This research has provided evidence supporting the novelty of the study. Firstly, it is found that Energizing Value has a greater impact on Intention to Enroll compared to Emotional Value, as indicated by the higher base coefficient of 0.245 for Energizing Value compared to 0.243 for Emotional Value. Furthermore, Energizing Value has been shown to have a positive and significant influence on Intention to Enroll. Secondly, Word of Mouth (WOM) has a positive and significant influence on e-service quality, with a path coefficient of 0.052. Thirdly, WOM has a positive and significant impact on the intention to enroll. Based on these findings, the managerial implications suggest that management should focus on promoting and motivating high school students to increase feelings of pride, excitement, activeness, strength, and enthusiasm. It is observed that Energizing Value has a stronger influence than Emotional Value in stimulating high school students to make the decision to enroll.

6. Limitations and Further Research Suggestions

One limitation of this research is its limited geographic scope, focusing primarily on Jakarta and Tangerang. To overcome this limitation, future research can aim to broaden the study to include other cities in Indonesia. By including a more diverse range of locations, the findings can better represent the experiences and perspectives of students from different regions of the country.

Additionally, considering the evolving circumstances and the transition to the "new normal" in education, conducting research in this context would be valuable. Investigating online learning experiences and factors influencing them under the new normal conditions can provide insights into how students adapt to changes in their learning environments and identify any specific challenges or opportunities that arise.

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