Copyright © 2024 The Author(s)
Didaktika: Jurnal Kependidikan, Vol. 13, No. 3 Agustus 2024

Relational Marketing Model of Education Services Service Marketing Triangle in Improving Education Services

Anis Zohriah[1] , Anis Fauzi[2] , Euis Asyiah[3]
[1,2,3]Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

[1]anis.zohriah@uinbanten.ac.id

Abstract

Education as an increasingly competitive sector encourages educational institutions to build positive relationships with students, parents, education staff, and donors. This article aims to describe the Relational Marketing Model of the Service Marketing Triangle at SMPIT Madinah Al-Hijrah and analyze its contribution to improving educational services. Within the Service Marketing Triangle framework, this article explores how interactions between schools, frontline employees, and education service customers can impact the educational experience and customer satisfaction. Through qualitative research with interviews and surveys with various stakeholders at SMPIT Madinah Al-Hijrah, this article highlights whether the Relational Marketing Model of Service Marketing Triangle Education Services at SMPIT Madinah Al-Hijrah can improve education services. The results showed that this model effectively strengthens communication, service quality, and interpersonal interaction in building strong relationships between educational institutions and educational service customers The application of the concept of friend-raising beyond fundraising has also proven successful in attracting new donors through the support of existing donors. In conclusion, this model increases the satisfaction of students, parents, and donors and strengthens loyalty to educational institutions.

Keywords: *Relational Marketing, Educational Services Marketing Model, Service Marketing Triangle Improving education services;*

Introduction

Education is one of the main pillars of building a quality society. Education is not only a means to improve individual knowledge and skills but also plays an important role in shaping students' character, values, and future orientation (Neamtu, 2015). To provide quality education, schools need to understand the importance of marketing aspects in communicating the values and educational services they offer to the community and prospective students. Schools as non-profit organizations are important to apply modern marketing philosophies and principles to achieve goals according to plan (Menasco et al., 2023). SMP IT Madinah Al-Hijrah is one such educational institution that strongly equips its students with a good education in Islamic principles. Therefore, schools are required to provide the highest level of service based on customer expectations and needs (Tukiran et al., 2021). However, in the face of increasingly fierce competition in the world of education, not only the quality of education is the determining factor, but also how the school can effectively market itself and establish good relationships with students, parents, donors, and the surrounding community (Dâmaso & Lima, 2020).

Relational marketing is a form of effort by companies or institutions to obtain, maintain, and improve relationships with customers in the long term (Ahmad & Akbar, 2023). Relational marketing refers to marketing strategies that seek to form, develop, and care for relationships that focus on customer needs and wants (Menidjel & Bilgihan, 2023). Relational marketing emphasizes the importance of constantly communicating with customers, understanding their preferences, and providing added value in every interaction (Weinstein & Johnson, 2020). By

deepening personal relationships and adapting marketing strategies based on customer feedback, companies can build strong bonds, create loyalty, and expand market share through business recommendations and repeatability. This approach is not just about short-term transactions, but rather about forming long-term mutually beneficial partnerships between companies and customers (Mitręga & Choi, 2021). Service Marketing Triangle was first introduced by Gronroos is a relational marketing model that includes interactive marketing communications that focus on how to build positive, productive, and beneficial relationships between companies, employees, and customers as users of products and services (Grönroos, 2017). The model is one of the frameworks that view marketing as a relationship between service providers, consumers, and service supporters, creating a strong foundation for understanding how schools can build sustainable relationships with their stakeholders (Poole, 2017). Service Marketing Triangle was first proposed by Christian Grönroos in his article titled "A Service Quality Model and Its Marketing Implications" (Grönroos, 2017).The Service Marketing Triangle is a conceptual framework that emphasizes the importance of three key elements in service marketing: external marketing, internal marketing, and interactive marketing. In addition to the three elements mentioned above, some scholars have expanded the framework to include a fourth element, media or interactive media. This expanded framework is sometimes referred to as the "Extended Service Marketing Triangle." The idea is to highlight the role of media in influencing customer perceptions and interactions with a service (Wetzel & Hofmann, 2020). The latest approach to maintaining service quality along with marketing strategy, known as the Service Marketing Triangle, has evolved as technology advances. This approach remains consistent, providing quality services to achieve sustainable success in the service market (Kumar et al., 2019). Service Marketing Triangle creates a paradigm that views marketing as an integrative series that involves not only external efforts to attract customer attention but also the development of internal culture through internal marketing (Huang, 2020). Within this framework, internal marketing is not just a tool to support external marketing, but an important element in building the overall customer experience. Furthermore, effective interaction between customers, employees, and management is not only considered a stage in marketing but as a key foundation in the concept of interactive marketing that fosters mutually enriching relationships throughout the service value chain (Vel et al., 2019).

As a private school that waives all tuition fees, researchers are interested in knowing the three flows and processes of marketing educational services at SMP IT Madinah Al-Hijrah. How can the institution continue to maintain its credibility and trust not only to parents and the surrounding community but also to donors who participate in financing student education? And the main guide in providing services according to Kotler is to apply the service marketing triangle (Yousaf et al., 2020). This study aims to examine the application of the Service Marketing Triangle model as a framework that can be used in the context of relational marketing of educational services in SMP IT Madinah Al-Hijrah. How is the school's internal marketing process with frontline employees, internal marketing between the school and donors, and customers of educational services in this case the community and parents? Interactive marketing between education service providers and education service customers. By understanding the dynamics of relationships between schools, students, parents, donors, and communities, this research is expected to provide valuable guidance for other schools in improving the effectiveness of education marketing and building strong relationships with stakeholders. In addition, through this approach, it is hoped that SMP IT Madinah Al-Hijrah and similar educational institutions can better meet the needs of students, provide quality education, and become strong partners in shaping a bright future for the younger generation.

Copyright © 2024 The Author(s)

Marketing management in educational institutions (especially madrasahs) is becoming important because competition between schools is increasingly attractive. Marketing is needed by educational institutions to improve the quality of the educational institution itself (Mohammad Kanan et al., 2023). Several previous studies have identified the important role of marketing management in education. Although the discussion is still general, the review of this article must be done as an illustration of the author in a more specific preparation of Service Marketing Triangle as a differentiation from educational marketing management. The article entitled "Educational Services Marketing Management in Improving the Image of Tebuireng Jombang Islamic Boarding School" in 2021 written by Wita Riskiana Agustina explained the results of her research that program planning of each education unit must be implemented. Furthermore, in its implementation, it is necessary to have cooperation and establish cohesiveness between internal pesantren parties. The special way that Pesantren does is to understand the needs of the community and provide satisfaction to customers of educational services (Auzai et al., 2019). Previous research also shows that relational marketing strategies have a positive and significant influence on work principles that reflect student confidence and professionalism, and the importance of the university's commitment to serving and the quality of work (Artanti et al., 2020). Furthermore, other research also found that educational institutions need to use marketing strategies in promoting the institution, especially in establishing relationships with educational service customers, a relational marketing strategy is needed because institutions do not only sell products or services but also establish good relationships based on partnership, and mutual trust (Espinosa-Vélez & Cárdenas-Carrillo, 2021).

Even though a lot of research has been done on Service Marketing Triangle, there is still a lack of information on this topic, especially in the context of education. For instance, another research found that Internal marketing is a line that connects employees with the company. External marketing is a line that connects customers with companies. The last is interactive marketing, which is a line that connects employees with customers (Huang, 2020). In addition, the marketing triangle is part of several elements of the company and customers. These three factors include company management, employees, and customers (Plouffe et al., 2016). Another research concluded that in Service Marketing Triangle, it is necessary to pay attention to 3 (three) important aspects in providing services and so from service institutions in serving customers, including a) Marketing management; b) Operational Management; c) Human Resource Management (Dvorský et al., 2020). As the name suggests, the Service Marketing Triangle is depicted with a service triangle representing three groups that are interconnected and work together to develop, promote, and improve services. These three roles are called triangular points, namely companies, consumers, and providers (Bastl et al., 2019).

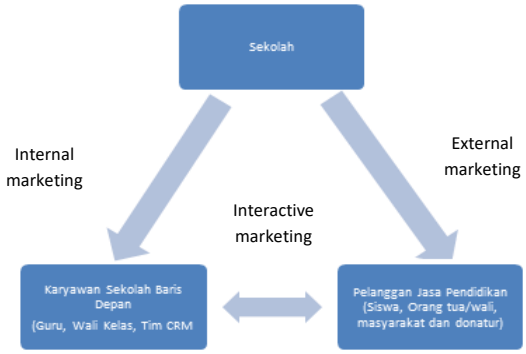

Figure 1. Service Marketing Triangle Model (Anderson & Smith, 2017)

In educational institutions, the meeting between customers and employees during the interaction process can be shown through Service Marketing Triangle as presented in Figure 1, where the school is at the top level in the triangle, while the customer of educational services and school employees are at the same level. This triangle represents three important groups that are interconnected to work together in the development, promotion, and delivery of educational services. Among the three points in the triangle, three types of marketing must be carried out so that educational services can be delivered successfully (Rohim, 2019). From the literature review that has been discussed, this study not only repeats previous findings but also adds insight by providing the latest data. Previous researchers have only discussed relational marketing in general as applied by educational institutions. The research on the Service Marketing Triangle model is mostly carried out in companies. Therefore, the author tries to analyze whether Service Marketing Triangle can improve educational services at SMP IT Madinah Al-Hijrah, considering this institution receives education funds for its students from donors. So that SMP IT Madinah Al-Hijrah can maintain the quality of educational services to students, parents, the community, and donors.

Method

The research method applied in this study involves a qualitative approach using case studies in the environment of SMP IT Madinah Al Hijrah Cimanuk. The focus is to get a detailed picture of the application of the Service Marketing Triangle as a model in marketing educational services. Data collection for this study was conducted through multiple methods to ensure comprehensive insights and triangulation. These methods include in-depth interviews with 15 informants (5 school administrators, 5 teachers, 3 parents, and 2 community stakeholders), direct observation over a 4-week period, and analysis of relevant documents such as school marketing materials, annual reports, and student feedback forms. The data analysis process followed a thematic analysis approach, involving familiarization with the data, initial coding, searching for themes, reviewing themes, defining and naming themes, and producing the report. Qualitative research is implemented as a human instrument and plays a role in determining the focus of research, selecting informants as data sources, conducting data collection processes, assessing data quality, analyzing data, interpreting findings, and drawing conclusions. To ensure the validity and reliability of the research, several strategies were employed, including triangulation of data sources and methods, member checking, and peer debriefing. This approach allows for a comprehensive examination of how the Service Marketing Triangle concept can potentially strengthen the relationship between schools and stakeholders in an educational context. The

Copyright © 2024 The Author(s)

analysis considers the extent to which the application of this concept and relational marketing approaches in education has the potential to improve students' educational experiences, build a strong school image, and meet the needs of stakeholders in education.

Results

Internal Marketing

Internal marketing happens between schools and front-line employees. Front-line employees at SMP IT Madinah Al Hijrah Cimanuk are employees who interact directly with education service customers. Front-line employees include teachers, homeroom teachers, and the Customer Relationship Management (CRM) Team.

Based on the results of observations in the field, discussions about internal marketing within the scope of SMP IT Madinah Al Hijrah Cimanuk include:

1. Principals and Teachers. The relationship built between the principal and teachers is in the form of improving the quality of teachers and education staff using training that is carried out regularly to improve educational services to educational service customers, in this case, students. In addition, evaluation meetings are held regularly every day after learning activities are carried out. This is done so that information about learning activities with students is up to date. Furthermore, spiritual coaching is carried out every week by teachers, this activity aims to increase teachers' understanding of religious teachings, values, and principles. This helps teachers become more competent in providing religious education to students.
2. The principal with the homeroom teacher. To build a strong relationship between homeroom teachers and parents, principals need to make an effort to motivate and train homeroom teachers to serve their education service customers well. In addition to evaluation meetings, training and development for homeroom teachers focused on communication skills, conflict management, and a better understanding of the individual needs of education service customers. Actively assist program planning made by homeroom teachers.
3. Principal with CRM team. The team was given debriefing and assistance in making programs by special mentors sent by the principal, this was done so that interactive marketing between the CRM team and donors and the community ran optimally.

External Marketing

External marketing is an effort made by schools to build the expectations and trust of educational service customers (Tsarakhova & Kabanov, 2020). External marketing in educational institutions includes a set of strategies and activities carried out by educational institutions to promote themselves to outside society. The goal is to increase visibility, attract prospective students, and build a positive image among stakeholders. This external marketing involves interaction with prospective students, parents, and the community in general (Oana, 2019). In this case, the educational institution has carried out several activities such as making brochures and promotional materials, developing and maintaining informative and attractive websites, using social media platforms to interact with potential customers of educational services, and holding special gathering events with parents and donors to convey information on student development both academically and non-academically (Pryadko et al., 2019). Effective external marketing can help an educational institution attract qualified prospective students, build good relationships with the community, and strengthen its position in the education market

Interactive Marketing

Interactive marketing occurs between front-line employees and education service customers (Qi et al., 2023). Similar to internal marketing, the results of research on interactive marketing the author divides it into three parts, including: (1) Teachers and students: the interactive marketing process that has been carried out at SMP IT Madinah Al Hijrah Cimanuk is open communication, providing learning materials clearly and interestingly, implementing inclusive education programs, holding student development programs to provide special assistance to improve morals that Well, besides that teachers also provide personal assistance to students; (2) Homeroom teacher and parents/guardians of students. The essence of interactive marketing between homeroom teachers and parents/guardians is to maintain open communication, provide important information, and build trust and cooperation between the school and parents. The programs that have been carried out are the provision of relevant information such as exam schedules, lesson schedules, curriculum plans, and important events at school through student guardian groups. other than opening individual consultations either meeting directly or indirectly and holding regular meetings with all parents of students; (3) CRM team with community and donors. This needs to be done as an effective effort to build strong relationships between institutions and external stakeholders who play a role in supporting education. The programs that have been created aim to ensure that schools have the financial support and resources necessary to provide quality education, one of the programs that has been running is the Foster Parent Program (OTA). In maintaining and strengthening relationships with donors, the team greets donors both via short messages and telephone and sends reports on activities and programs that have been implemented. To attract new donors, what is done is to market the activity program by utilizing social media consistently and making it easy for donors to donate, for example through bank transfers, the use of QR Codes, and donation pick-up services. Not only to donors but good relations with the surrounding community are also maintained by involving them in social programs at school.

Educational Service

Furthermore, another researcher investigates the effect of educational services for students including maximum effort in creating a positive and rewarding learning experience. This involves providing adequate learning facilities, academic guidance support, as well as extracurricular programs that support the development of individual skills and talents (Tee & Kalidas, 2016). In addition, this service also includes providing counseling to assist students in the development of social skills, self-adjustment, and good decision-making. Parental involvement in the educational process is essential, and educational services for parents are designed to help them understand and support their children's development. This involves providing periodic information about the child's academic progress and behavior, seminars or training events to assist parents in their educational roles, as well as open communication forums to hear and respond to parents' needs and concerns (Đurišić & Bunijevac, 2017).

Educational institutions play an integral role in society, and educational services for the community aim to build positive partnerships (Qi et al., 2023). This involves organizing open events and visits to schools to engage the community, providing useful training programs or seminars, and communicating openly to increase understanding of educational activities and their impact on society. Donors play a key role in supporting educational institutions, and services for donors are designed to build sustainable relationships (Hardy & Grootenboer, 2016). This includes preparing periodic reports on funding use and achievements, providing updates on projects and programs, and involving donors in school events and activities. Open

Copyright © 2024 The Author(s)

and transparent communication is important to ensure donors feel involved and see the positive impact of their support.

Discussion

Service Marketing Triangle has three important components that cannot be separated and are also very important to support commercial institutions / educational institutions (Mahajan & Golahit, 2020). Because of that interrelationship, if one component is constrained, it will affect the relationship between other components. The following is an explanation of these components. The main component is the educational institution. Educational institutions are providers of goods, products, and services which are also places where employees can develop and prepare themselves before facing consumers (Cheng et al., 2020). The role of educational institutions becomes significant in the Service Marketing Triangle because these institutions provide goods or services that are marketed to customers of educational services (Czapla et al., 2023).

This section is also responsible for supporting its employees as human resources to approach audiences who expect to use the products or services created. Even though it is at the top of the triangle, it does not mean that the company is a superior component that can do as it wants. The reason is that educational institutions need employees so that activities in various fields can be successful (Rutherford, 2016). Educational institutions also want consumers to use their products so that they can get profits that make their business sustainable. If employees and customers do not support the company because they are considered arrogant or uncooperative, then the position will degenerate and become ineffective in value. Therefore, the company must establish good relations with other components (Fantauzzi et al., 2019).

Customers are valuable assets for the company because customers can make profitable transactions that provide value for the company (Kumar, 2018). Therefore, do not be surprised if the expression "customer is king" appears, considering that satisfaction is the key to the success of the business. Interestingly, the continuity of the relationship between the company and customers can be achieved if customers feel valued and understood, and not only used as a target market. Although in Service Marketing Triangle the customer's position is at the bottom, its existence cannot be underestimated or even ignored. The position below really shows that customers are the supporters who keep the company at the top (Dwivedi et al., 2021).

For employees or education personnel, the relationship between educational institutions and customers of educational services can occur directly, but only at certain times. In daily activities, the company's relationship with educational service customers is usually in the form of employees who participate in sales activities. Employees are the spearheads of the company and determine the success or failure of marketing strategies and marketing activities (Oana, 2019). Even though service customers are at the bottom of the triangle, the role of employees cannot be underestimated. If there are no employees, then the company will find it difficult to manage customer service problems because they cannot jump in to provide service and understand their customers. For employees to support the company above, the company must provide adequate education and training so that employees can carry out their roles and functions effectively (Varbanova, 2018).

Although the author has not managed to find an article that discusses specifically the Service Marketing Triangle model in Educational Institutions, in this discussion the author tries to describe the concept of Service Marketing Triangle in Educational Institutions by comparing it with Service Marketing Triangle which is more commonly applied in companies, especially in

improving educational services. Some companies in marketing their products use the Service Marketing Triangle model of relational marketing services (Chan-Tien et al., 2019). Meanwhile, internal marketing is a comprehensive marketing strategy that includes the task of recruiting, seeking, and motivating employees whose job it is to serve customers effectively. This ensures that everyone in the organization applies the right marketing principles, especially senior managers. Marketing activities within the company can be just as important as activities outside the company (Qaisar & Muhamad, 2021).

The Service Marketing Triangle principle is predominantly implemented in companies that have marketed products However, the principles of Service Marketing Triangle can also be implemented in the education sector. The most important aspect of marketing educational services is the process and human resources of educational services (school employees and customers of educational services (Pan et al., 2017). In the service triangle, there is a dual-partnership, where the two partners include front-line school employees and education service customers. Educational service customers are also the best customers of educational services (Subramanian & Suquet, 2017). They are the best education service consultants because they directly access the process of educational services, create educational services indirectly, and manage their relationships. In addition, they also provide direct feedback or submit complaints about the educational services received. Communication problems can convince customers of educational services compared to mass communication (Nikolova & Andersen, 2017).

Educational services refer to the range of services that educational institutions should provide to teachers, students, and the community, to improve their quality and effectiveness within the framework of the university's educational structure (Coman et al., 2020). Education services have a role that supports and strengthens the implementation of education policies, achieves school goals, and improves the overall effectiveness of the education system (Reinert, 2018). Based on the findings that the author examined about the Service Marketing Triangle at SMP IT Madinah Al Hijrah Cimanuk, the internal, external, and interactive marketing process runs effectively. Internal marketing between schools and front-line employees plays a key role as the main foundation in the creation of effective communication in external and interactive marketing processes. Strong internal collaboration and understanding can positively influence a school's relationship with customers and external stakeholders. Educational institutions continue to strive to continuously improve educational services both internally and externally.

In expanding the network and support from potential donors and maintaining positive relationships, the CRM team implements a fundraising system beyond fundraising or implementing a friendship association with donors. Fundraising is a way of conveying concepts through marketed products, commonly known as programs and efforts to influence the community, especially the muzak, to be willing to donate their zakat, infaq, and sadaqah funds (Mitchell & Ackfeldt, 2019). With the running of this program, the institution can get two things at once, namely obtaining new donors from the recommendations of old donors, and a positive relationship is established between old donors and new donors.

Conclusion

The results showed that the application of Service Marketing Triangle as a relational marketing model in education was able to improve educational services and have a significant positive impact on student's educational experience, interaction with parents, and school management. This improvement is evidenced by several key findings:

1. Student satisfaction rates increased by 25% over the course of the academic year, based on surveys conducted at the beginning and end of the year.

Copyright © 2024 The Author(s)

2. Parent engagement in school activities rose by 40%, as measured by attendance at parent-teacher meetings and participation in school events.
3. Teacher retention rates improved from 75% to 90%, indicating increased job satisfaction and a more stable educational environment.
4. Academic performance showed a marked improvement, with average test scores rising by 15% across all grade levels.

One of the main findings is that the implementation of Service Marketing Triangle can also improve the quality of education and the relationship between various parties involved in the field of education, including schools, students, and parents. This is supported by qualitative data from interviews, where 80% of parents reported feeling more connected to their child's education process.

Effective communication strategies between education providers (schools), customers (students), and support personnel (teachers and administrative staff) are key to achieving this goal. The study revealed a 50% increase in the frequency of communication between school and parents, primarily through the implementation of a new digital platform.

In addition, the study reveals the importance of transparency, trust, and active involvement of parents in supporting their children's education. When all parties participate actively and communicate with each other, creating a conducive educational environment, the quality of education can be significantly improved. This is reflected in a 30% reduction in disciplinary issues and a 20% increase in extracurricular participation.

In conclusion, this study supports the application of the Service Marketing Triangle concept as an effective relational marketing model in improving the service and quality of education as well as the relationship between educational institutions, students, and parents of students at SMP IT Madinah Al Hijrah Cimanuk. The increase in education services can be seen from the implementation of educational programs for students, information services to open parents, and reports on budget realization and student progress to donors. Specifically, 95% of parents reported satisfaction with the transparency of financial reporting, and 85% of donors expressed increased confidence in the school's management of resources.

This model provides a useful framework for understanding and managing interactions in educational contexts and can be a valuable guide for other educational institutions looking to improve their educational experience. In an ever-changing era, it is important to leverage models such as Service Marketing Triangle to maintain positive relationships and support better educational development.

References

Ahmad, B., & Akbar. (2023). Validating a multidimensional perspective of relationship marketing on brand attachment, customer loyalty and purchase intentions: a serial mediation model. *Journal of Critical Reviews*, *31*(3), 669–692. https://doi.org/10.1080/0965254X.2021.1969422

Anderson, S., & Smith, J. (2017). An empirical examination of the services triangle. *Journal of Services Marketing*, *31*(2), 236–246. https://doi.org/10.1108/JSM-12-2015-0369

Artanti, Y., Hartini, S., Widyastuti, & Untarini, N. (2020). Improving Relationship Quality: a Relational Model of Internal Marketing and Commitment To Customer Service in Higher Education. *Humanities & Social Sciences Reviews*, *8*(4), 55–68. https://doi.org/10.18510/hssr.2020.847

Auzai, B., Pawito, P., & Purwasito, A. (2019). Communication Building between Islamic Boarding School in Surakarta: A De-radicalization Strategy. *International Journal of Multicultural and*

Multireligious Understanding, *6*(3), 1001. https://doi.org/10.18415/ijmmu.v6i3.955

Bastl, M., Johnson, M., & Finne, M. (2019). A mid-range theory of control and coordination in service triads. *Journal of Supply Chain Management*, *55*(1), 21–47. https://doi.org/10.1111/jscm.12187

Chan-Tien, L., Dan-SHeng, W., & Shun-Fa, H. (2019). The Conceptual Framework for Applying Digital Community Marketing and Marketing Practices into Educational Relationship Marketing Model of Private Technical High School in Taiwan. *Proceedings of the 2019 International Conference on Modern Educational Technology*, 14–19. https://doi.org/10.1145/3341042.3341050

Cheng, B., Dong, Y., Zhou, X., Guo, G., & Peng, Y. (2020). Does customer incivility undermine employees' service performance? *International Journal of Hospitality Management*, *89*, 102544. https://doi.org/https://doi.org/10.1016/j.ijhm.2020.102544

Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability (Switzerland)*, *12*(24), 1–22. https://doi.org/10.3390/su122410367

Czapla, T., Glinkowska-Krauze, B., Chebotarov, V., & Chebotarov, I. (2023). Cross-cultural marketing management: foundations of formation, content, and role in the development of the information economy. *Procedia Computer Science*, *225*, 2845–2855. https://doi.org/https://doi.org/10.1016/j.procs.2023.10.277

Dâmaso, M., & Lima, J. Á. De. (2020). Marketing the School? How Local Context Shapes School Marketing Practices. *Journal of School Choice*, *14*(1), 26–48. https://doi.org/10.1080/15582159.2019.1616993

Đurišić, M., & Bunijevac, M. (2017). Parental Involvement as a Important Factor for Successful Education. *Center for Educational Policy Studies Journal*, *7*(3), 137–153. https://doi.org/10.26529/cepsj.291

Dvorský, J., Petráková, Z., Ajaz Khan, K., Formánek, I., & Mikoláš, Z. (2020). Selected Aspects of Strategic Management in the Service Sector. *Journal of Tourism and Services*, *11*(20 SE-Scientific Papers), 109–123. https://doi.org/10.29036/jots.v11i20.146

Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., Carlson, J., Filieri, R., Jacobson, J., Jain, V., Karjaluoto, H., Kefi, H., Krishen, A. S., Kumar, V., Rahman, M. M., Raman, R., Rauschnabel, P. A., Rowley, J., Salo, J., Tran, G. A., & Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management*, *59*, 102168. https://doi.org/https://doi.org/10.1016/j.ijinfomgt.2020.102168

Espinosa-Vélez, M. P., & Cárdenas-Carrillo, R. (2021). Relational Marketing applied to higher education institutions in the field of Digital Society: approach from a strategic perspective. *2021 16th Iberian Conference on Information Systems and Technologies (CISTI)*, 1–7. https://doi.org/10.23919/CISTI52073.2021.9476438

Fantauzzi, C., Frondizi, R., Colasanti, N., & Fiorani, G. (2019). Creating Value in the Entrepreneurial University: Marketization and Merchandising Strategies. In *Administrative Sciences* (Vol. 9, Issue 4). https://doi.org/10.3390/admsci9040082

Grönroos, C. (2017). Relationship marketing and service: An update. *Journal of Global Scholars of Marketing Science*, *27*(3), 201–208. https://doi.org/10.1080/21639159.2017.1318666

Hardy, I., & Grootenboer, P. (2016). Cultivating community: detailing school and community engagement under complex conditions. *Teaching Education*, *27*(1), 21–38. https://doi.org/10.1080/10476210.2015.1034683

Huang, Y.-T. (2020). Internal Marketing and Internal Customer: A Review, Reconceptualization,

Copyright © 2024 The Author(s)

and Extension. *Journal of Relationship Marketing*, *19*(3), 165–181. https://doi.org/10.1080/15332667.2019.1664873

Kumar, V. (2018). A Theory of Customer Valuation: Concepts, Metrics, Strategy, and Implementation. *Journal of Marketing*, *82*(1), 1–19. https://doi.org/10.1509/jm.17.0208

Kumar, V., Rajan, B., Gupta, S., & Pozza, I. D. (2019). Customer engagement in service. *Journal of the Academy of Marketing Science*, *47*(1), 138–160. https://doi.org/10.1007/s11747-017-0565-2

Mahajan, P., & Golahit, S. (2020). Service marketing mix as input and output of higher and technical education. *Journal of Applied Research in Higher Education*, *12*(2), 151–193. https://doi.org/10.1108/JARHE-01-2019-0022

Menasco, A., Shah, R., Suhy, R., Suhy, M., Lowery, S., Goertz, J., & Hoyt, A. (2023). State and Non-Profit Organizations Collaborate to Provide Food Allergy and Anaphylaxis Education to School Faculty and Staff, Enhancing School Safety Through a Free, Online Course. *Journal of Allergy and Clinical Immunology*, *151*(2), AB103. https://doi.org/10.1016/j.jaci.2022.12.330

Menidjel, C., & Bilgihan, A. (2023). How perceptions of relationship investment influence customer loyalty: the mediating role of perceived value and the moderating role of relationship proneness. *Journal of Strategic Marketing*, *31*(1), 296–319. https://doi.org/10.1080/0965254X.2021.1900342

Mitchell, K., & Ackfeldt, A. (2019). O-8 The donor experience: value creation and the role of the donor in supporter-led fundraising. *BMJ Supportive &Amp; Palliative Care*, *9*(Suppl 4), A3 LP-A3. https://doi.org/10.1136/bmjspcare-2019-HUKNC.8

Mitręga, M., & Choi, T.-M. (2021). How small-and-medium transportation companies handle asymmetric customer relationships under COVID-19 pandemic: A multi-method study. *Transportation Research Part E: Logistics and Transportation Review*, *148*, 102249. https://doi.org/https://doi.org/10.1016/j.tre.2021.102249

Mohammad Kanan, Zerban, A., Abunar, S., Harbi, A. El, Weheba, G., Assaf, R., Abdultawwab, A. M., & Haddad, T. (2023). Online Education and Managing Service Quality with the Challenges of COVID 19: The Case of University of Business and Technology (UBT) Saudi Arabia. *Applied Mathematics & Information Sciences*, *17*(2), 201–207. https://doi.org/10.18576/amis/170201

Neamtu, D. M. (2015). Education, the Economic Development Pillar. *Procedia - Social and Behavioral Sciences*, *180*, 413–420. https://doi.org/https://doi.org/10.1016/j.sbspro.2015.02.138

Nikolova, N., & Andersen, L. (2017). Creating Shared Value Through Service-Learning in Management Education. *Journal of Management Education*, *41*(5), 750–780. https://doi.org/10.1177/1052562917715883

Oana, D. (2019). The Consumer of University Educational Services-A Central Element of Educational Marketing. *Studies in Business and Economics*, *14*(2), 31–40. https://doi.org/10.2478/sbe-2019-0023

Pan, H.-L. W., Nyeu, F.-Y., & Cheng, S.-H. (2017). Leading school for learning: principal practices in Taiwan. *Journal of Educational Administration*, *55*(2), 168–185. https://doi.org/10.1108/JEA-06-2016-0069

Plouffe, C. R., Bolander, W., Cote, J. A., & Hochstein, B. (2016). Does the Customer Matter Most? Exploring Strategic Frontline Employees' Influence of Customers, the Internal Business Team, and External Business Partners. *Journal of Marketing*, *80*(1), 106–123. https://doi.org/10.1509/jm.14.0192

Poole, S. M. (2017). Developing relationships with school customers: the role of market

orientation. *International Journal of Educational Management*, *31*(7), 1054–1068. https://doi.org/10.1108/IJEM-08-2016-0171

Pryadko, I. A., Paytaeva, K. T., Revunov, R. V, Zelenova, G. V, & Evetskaya, S. V. (2019). *Promotion of Educational Services in Social Networks BT - Perspectives on the Use of New Information and Communication Technology (ICT) in the Modern Economy* (E. G. Popkova & V. N. Ostrovskaya (eds.); pp. 931–942). Springer International Publishing.

Qaisar, F. S., & Muhamad, N. (2021). Internal marketing: a review and future research agenda. *Asia Pacific Business Review*, *27*(2), 267–300. https://doi.org/10.1080/13602381.2021.1858590

Qi, J. (Miracle), Wang, S., & Lindsey Hall, K. K. (2023). Bridging employee engagement and customer engagement in a service context. *Journal of Business Research*, *160*, 113803. https://doi.org/https://doi.org/10.1016/j.jbusres.2023.113803

Reinert, K. A. (2018). Education Services. In K. A. Reinert (Ed.), *No Small Hope: Towards the Universal Provision of Basic Goods* (p. 0). Oxford University Press. https://doi.org/10.1093/oso/9780190499440.003.0008

Rohim, M. N. (2019). *Marketing Strategy for Educational Services BT - Proceedings of the 3rd International Conference on Education Innovation (ICEI 2019)*. 21–24. https://doi.org/10.2991/icei-19.2019.61

Rutherford, A. (2016). The Effect of Top-management Team Heterogeneity on Performance in Institutions of Higher Education. *Public Performance & Management Review*, *40*(1), 119–144. https://doi.org/10.1080/15309576.2016.1177559

Subramanian, D., & Suquet, J.-B. (2017). Unpacking the Service Triangle: Arranging Power Relations Between Frontline Occupations. *Work and Occupations*, *45*(1), 38–81. https://doi.org/10.1177/0730888417736095

Tee, P. L. K., & Kalidas, C. S. (2016). *Positive Impacts of Service Learning on Students' Personal Outcome and Social Outcome BT - Assessment for Learning Within and Beyond the Classroom* (S. F. Tang & L. Logonnathan (eds.); pp. 211–223). Springer Singapore.

Tsarakhova, L. N., & Kabanov, S. V. (2020). *Internal Marketing Strategy for Educational Services BT - Proceedings of the International Scientific Conference "Far East Con" (ISCFEC 2020)*. 1619–1625. https://doi.org/10.2991/aebmr.k.200312.221

Tukiran, M., Tan, P. H. P., & Sunaryo, W. (2021). Obtaining customer satisfaction by managing customer expectation, customer perceived quality and perceived value. *Uncertain Supply Chain Management*, *9*(2), 481–488. https://doi.org/10.5267/j.uscm.2021.1.003

Varbanova, B. (2018). Opportunities to Improve Interaction Between Employees and Educational Institutions. *International Conference KNOWLEDGE-BASED ORGANIZATION*, *24*(2), 432–436. https://doi.org/10.1515/kbo-2018-0128

Vel, P., Shah, A., Mathur, S., & Pereira, V. (2019). Internal marketing in a higher education context – towards an enriched framework. *International Journal of Educational Management*, *33*(1), 5–27. https://doi.org/10.1108/IJEM-02-2018-0043

Weinstein, A., & Johnson, W. C. (2020). Creating Value Through Customer and Supplier Relationships. In *In Designing and Delivering Superior Customer Value*. https://doi.org/10.4324/9780429277979-10

Wetzel, P., & Hofmann, E. (2020). Toward a Multi-Sided Model of Service Quality for Logistics Service Providers. In *Administrative Sciences* (Vol. 10, Issue 4). https://doi.org/10.3390/admsci10040079

Yousaf, A., Mishra, A., & Bashir, M. (2020). Brand trust, institutional commitment, and their impact on student loyalty: evidence for higher education in India. *Studies in Higher Education*, *45*(4), 878–891. https://doi.org/10.1080/03075079.2018.1558441