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Research Article

Nexus Student Experience & Engagement Impact on Perceived Academic Performance & Positive E-WOM Intention

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ABSTRACT

This study examines how e-learning, social support, and self-efficacy influence student experience, which subsequently affects online and offline student engagement. We also investigate the impact of this engagement on perceived academic performance and positive electronic word-of-mouth (E-WOM) intention. Data were collected from 776 undergraduate students at Private Higher Education Institutions in Jakarta, Indonesia, using purposive sampling and a 5-point Likert scale. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to analyze the proposed model. The results indicated significant positive relationships for eight of the ten hypothesized paths. These findings highlight the importance of the examined factors in shaping student experience and engagement. This research contributes to the understanding of student engagement in higher education marketing and provides practical insights for Private Higher Education Institutions.

Keywords: e-learning, social support, self-efficacy, student experience, online and offline student engagement, perceived academic performance, positive E-WOM intention.

INTRODUCTION

Higher education plays a vital role as a service industry, contributing significantly to a nation's economic growth, addressing societal problems, developing human capital, and enhancing global competitiveness (Ministry of Higher Education, Science, and Technology, 2022). It is considered a crucial driver of global, national, and local progress [1]. Effective management of higher education institutions is therefore of strategic importance [2]. The sector provides quality human resources for the economy, fosters knowledge development and innovation, and contributes to economic activity through student spending (Mendikbudristek, 2021). Both government and private entities play a role in higher education, with Private Higher Education Institutions forming a substantial part of the landscape (Ministry of Education and Culture, 2022).

In 2020, Indonesia had a total of 4,593 higher education institutions, with Private Higher Education Institutions constituting a significant portion (Ministry of Education and Culture, 2020). Private Higher Education Institutions play a crucial role in providing access to higher education, given the capacity limitations of Public Universities. However, Private Higher Education Institutions face strong competition from Public Universuty and among themselves, particularly in attracting students [3] [4] [5] [6] [7]. Despite an increasing number of high school graduates in Indonesia between 2018/2019 and 2020/2021, Private Higher Education Institutions have experienced a decline in student enrollment (Ministry of Education and Culture, 2022).

This trend poses a challenge to Private Higher Education Institutions, requiring them to excel in service, facilities, curriculum, and teaching quality to remain competitive [3] [8]. The uneven distribution of Private Higher Education Institutions, often concentrated in areas like Jakarta, intensifies competition (Ministry of Education and Culture, 2022). Effective marketing is crucial for Private Higher Education Institutions survival, as they rely on student enrollment for funding.

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This research focuses on Private Higher Education Institutions competition in the LLDIKTI Region III of Jakarta, Indonesia. Notably, these Private Higher Education Institutions have faced a decline in new student enrollment between 2018 and 2021, with significant percentage drops occurring in 2019/2020 and 2020/2021. This decline is a key concern, indicating difficulties in attracting students amidst. Furthermore, a decrease in the overall number of students at Private Higher Education Institutions within LLDIKTI Region III has been observed. This trend affects Private Higher Education Institutions regardless of their accreditation level, suggesting that accreditation alone does not guarantee student enrolment

LITERATURE REVIEW

E-Learning and Student Experience

In the context of e-learning, student experience encompasses students' readiness and willingness to use and adapt to various forms of e-learning, including the support and assistance they require. This experience plays a vital role in the learning process, as it is closely linked to implementation aspects such as faculty preparedness, the availability of adequate facilities and infrastructure, and students' acceptance of e-learning as a mode of education [9]. Concurrently, there is a continuous increase in student demand for e-learning, extending to a global audience, driven by its functionality, flexibility, and accessibility [10]. Nevertheless, concerns regarding the quality of online learning compared to traditional learning methods remain a relevant issue. Research conducted by [11] found that students tend to favor traditional learning environments due to reasons related to the preservation of interpersonal relationships. Additionally, internet efficiency, computer skills, and personal demographic factors such as gender, background, study level, and financial income also play a significant role in influencing students' readiness for e-learning [12]. [13] state that technology in education contributes to the e-learning experience, through interactions with both lecturers and fellow students. E-learning is also seen as capable of creating a less hierarchical teaching and learning environment, considered suitable for independent learners [13].

Student experience also indicates that prior experience with e-learning offers benefits for both students and instructors, especially for students who may feel isolated [12]. While students acknowledge the advantages of e-learning, difficulties can arise due to technical limitations and a lack of software experience [14]. Learning experiences and feedback from online sessions over the years can be a source of frustration for students and lecturers, often complicating simple tasks for inexperienced students [15]. Research by [13] demonstrates a significant relationship between student experience and student satisfaction with e-learning implementation. Consequently, further research on the influence of e-learning on student experience is necessary, particularly in the context of universities' efforts to enhance the quality and effectiveness of more flexible and adaptive learning models, in line with the changing demographics of students who are increasingly familiar with technology and the rapid pace of technological development, and ongoing concerns about the quality of online learning compared to traditional settings.

H1: E-learning has a positive influence on student experience.

Social Support and Student Experience

The quality of student experience at universities is positively enhanced through greater participation and achievement in the academic sphere [16] [17]. Students generally agree that interaction with others is important in the learning process and contributes significantly to academic adjustment [18]. Students believe that learning isn't solely an individual process or exclusively attained in the classroom but also occurs through communication and exchange within or beyond the academic setting [16]. Research conducted by [19] has found that peer support and academic performance are positively correlated.

Perceived social support from friends is a strong predictor of student persistence in higher education. While peer support is frequently a source of social support for students, academic interaction with faculty is crucial for students' academic achievement [20]. Several studies highlight the relationship between faculty support and student outcomes [21] [22][23]. Connections with lecturers have a positive relationship with academic performance and student satisfaction in higher education [22].

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Students who feel a sense of belonging within a learning community experience a significant impact on their online learning [24] [25]. Two factors that support the development of a sense of community and ownership among students are building social presence and a high level of interaction in learning [25]. Developing social presence in learning provides students with a greater sense of connection with each other, and between lecturers and the learning material [26]. Interaction and social presence can be fostered through learning designs that promote active communication between students and lecturers, using asynchronous discussion forums and synchronous online classes [25]. Community can also be cultivated through informal interaction. Informal student networks are highly beneficial as they enable online students to form positive social relationships and strong bonds with their fellow students [27]. Cultivating a strong community among online students and building social presence can alleviate feelings of isolation among students [28].

H2: Social support has a positive influence on student experience.

Self-Efficacy and Student Experience

Perceived self-efficacy will determine what actions to take, how much effort to invest, the length of perseverance, and what methods to use in dealing with challenging situations [29]. Experts argue that the results of an individual's behavior are influenced by environmental factors, in certain situations, especially for beliefs that lead to success [30]. This belief is called "self-efficacy" and is an important cognitive variable used to explain the personal factors in an individual's formative behavior and interactions with the environment [23]. Self-efficacy has been widely applied in the field of education to discuss students' psychological cognitive factors and the positive influence of their learning performance on career development. Contemporary studies argue that further research on the relationship between self-efficacy and increased learning performance needs to be carried out [31].

Furthermore, it is emphasized that when individuals have a high level of self-efficacy, they try harder to obtain learning resources that can help them become more deeply involved in learning [32]. Thus, it can be concluded that when students have a high level of self-efficacy, their learning experience can be further enhanced. An individual with a high level of self-efficacy tends to have greater competence in completing certain tasks. Previous research has found that positively perceived self-efficacy influences individual behavior related to achievement, motivation, effectiveness, and positive attitude [33].

Self-efficacy plays an important role in helping students to overcome the challenges they face during their educational journey at university and is a key factor in how students advance their knowledge and ability to manage e-learning and control the problems encountered [34] [35]. Students not only have to learn how to plan learning activities, but they must also acquire the knowledge and skills needed to manage negative emotions during their learning process if they want to achieve their academic goals [34]. In the literature study, it was found that self-efficacy has a positive impact on student motivation, knowledge, and learning performance [36].

Students with higher self-efficacy for computer-based learning are more likely to experience learning satisfaction compared to students with low self-efficacy [37]. There are at least three areas of self-efficacy e-learning discussion, namely technology, learning, and social interaction, but most of the research conducted only considers the technological aspects of e-learning. As a result, self-efficacy in the other two areas is rarely explored [36]. Self-efficacy in online learning by considering the various situations that can occur in the context of e-learning, such as interacting with other people through discussions or collaborations [38]. Self-efficacy in e-learning environments is still in its early stages, and how self-efficacy manifests itself in the context of e-learning needs further research and additional studies [36].

Students' self-confidence in online learning is reported to be the strongest positive predictor of student satisfaction and the perceived quality or usefulness of online classes [39]. Students who have high self-confidence tend to welcome new challenges and have a greater desire to learn. It was reported that students need not only knowledge of the subject to achieve their learning goals in e-learning, but also self-confidence [40] [41].

Students who have more experience in online classes may experience an increase in self-efficacy. Students who have more experience in online classes report higher levels of self-efficacy in online learning and have effective learning strategies [42]. In addition, students who have previous online experience report higher satisfaction and more

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positive learning experiences in online classes [43] [35]. Self-efficacy e-learning in online and offline learning can influence the relationship between student experience which will further improve academic performance. Thus, the hypothesis proposed in this research is as follows:

H3: Self-efficacy has a positive influence on student experience.

Student Experience dan Online Student Engagement

Private Higher Education Institutions are currently under significant pressure to digitally transform their teaching methods, demanding enhancement and innovation in online learning [44]. The use of educational technology in learning has been linked to increased student engagement [45].

In a synthesis of literature on the use of technology and online student engagement in Higher Education, that behavioral engagement plays a primary role in online student engagement, while affect is the most prominent dimension leading to students not achieving desired learning outcomes [45]. The use of technology is associated with an increase in several indicators of online student engagement, such as interest, enjoyment, increased self-confidence, attitude, and improved relationships with peers and lecturers [46]. Technology alone cannot promote online student engagement; it must be accompanied by proper planning and the selection of appropriate technological tools [45]. The choice of technological tools is usually the result of lecturers' assessment of students' digital self-efficacy [47]. Learning structure influences how students handle course content and social interactions within it; careful thought needs to be incorporated into selecting technological tools for delivering course content [48].

This research adds to the literature by focusing on the role of synchronous lectures as a student experience that influences online student engagement. Several studies prove that student experience positively influences online student engagement. Engagement strategies, such as active learning opportunities, can provide a positive learning experience and increase engagement [49]. Engagement and the relationship between instructors and students can positively impact students' engagement experience in online classes [42].

H4: Student Experience has a positive effect on online student engagement.

Student Experience dan Offline Student Engagement

Student experience (SE) is conceptualized as encompassing both the academic learning experiences of students and the entirety of their interactions with the Private Higher Education Institution [50]. The construct of SE is also frequently referenced within scholarly discourse concerning student engagement [51]. Institutional endeavors aimed at the augmentation of SE should be strategically oriented towards the provision of substantive opportunities for student engagement [52].

Furthermore, student experience is significantly determined by the affective responses of students during their various interactions with the higher education institution [53]. The active engagement of students is posited as critical for the attainment of superior learning outcomes, with the level of student engagement often serving as a key indicator of institutional quality [53]. A positive SE is also indicative of significant learning and personal development realized by the student [54].

Several multifaceted factors contribute to the holistic SE, including the academic, life, and social dimensions of the student experience, alongside the institution's core values and the provision of comprehensive support services [52]. The creation of distinctive and impactful experiences necessitates active participant involvement and the establishment of meaningful connections that bind the individual to the experience [55]. Within the context of tertiary education, [56] propose a conceptualization of teaching as a form of service provision, wherein students are appropriately regarded as customers. Critically, the interpersonal dynamics between lecturers and students, as well as the interactions among students themselves, constitute foundational elements of the overall learning experience [57]. This theoretical grounding leads to the formulation of the following research hypothesis:

H5: Student Experience exerts a positive effect on offline student engagement.

Online student Engagement and Perceived Academic Performance

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Online learning engagement is defined as active participation within e-learning activities facilitated by online learning platforms. The term "online learning engagement" describes the enthusiastic and satisfied attitude of students within the online learning experience. Student success in online learning engagement depends on effort and skills, connection with course material, participation and interaction with classmates and instructors, abilities, and achieving desired goals [58]. The quality of student participation is positively related to final exam performance, the quantity of student participation relates to overall performance in learning subjects, and synchronous engagement in subjects has a greater impact on student performance than asynchronous engagement [59] [60]. Students who study online for academic purposes are more likely to contribute and participate in active academic collaboration with other students and faculty [61] [62]. Developing deeper relationships between students, lecturers, and material content will increase online student engagement and subsequently improve academic performance [63]. Evidence suggests a positive relationship between student engagement in online learning and students' academic performance [64] [65] [66].

H6: Online student engagement has a positive effect on perceived academic performance.

Offline Student Engagement and Perceived Academic Performance.

Offline student engagement refers to students actively involved in their learning tasks and activities [67]. This engagement not only directly affects school changes, but also leads to decreased academic achievement, student dissatisfaction, and dropout rates [68]. Academic achievement is consistently considered an important outcome of student engagement [69]. A significant and relatively strong correlation exists between offline student engagement and perceived academic performance, and academic achievement positively correlates with behavioral and emotional engagement [69] [70]. Cognitive engagement and academic achievement have a positive correlation [71]. Offline student engagement encourages academic success, which further promotes offline student engagement with learning activities, forming a beneficial learning cycle [72]. The positive correlation between behavioral engagement and academic achievement is clearer compared to emotional and cognitive engagement [73]. However, some studies have not found significant correlations between student engagement and academic achievement [74] [75]. The correlation between cognitive engagement and academic achievement is weak [68]. If offline student engagement increases, perceived academic performance will also increase. A moderate positive correlation exists between student engagement and academic achievement [69].

H7: Offline student engagement has a positive effect on perceived academic performance.

Online student engagement and Positive E-WOM Intention

The cognitive process is a dimension of customer engagement [76]. The cognitive process involves possessed knowledge and how that knowledge is acquired and used [77]. A relationship exists between cognition and behavior (organizational behavior literature). Active students are those who are cognitively engaged [78]. Cognitive student engagement is characterized by a strong level of connection and evaluation between customers and brands, influencing customer attitudes [79]. Cognitive student engagement is seen as the reason behind student E-WOM behavior on social media sites. Students can provide information and recommendations on social media sites.

H8: Online student engagement has a positive effect on positive E-WOM intention

Offline Student Engagement and Positive E-WOM Intention

The affective dimension of customer engagement refers to customers' positive affect related to customer interaction with a brand [76]. The affective customer engagement dimension involves positive feelings about a brand and emotional responses to the brand [80]. Positive WOM generates emotional responses to a brand, leading to a positive influence on behavior [81]. Sustained customer interaction on social media sites results in the development of trust and emotional bonds with other users and the brand [82]. Consumers who are emotionally connected to a brand are more likely to advocate for, recommend, or remain loyal to it. Students who are affectively involved in social media sites related to university may exhibit E-WOM behavior. The behavioral dimension of customer engagement is the level of energy, effort, and/or time spent on a brand, specifically interaction. Customer engagement drives more proactive behavior. WOM behavior results from activation within the customer engagement perspective[83]. Behavioral customer engagement is demonstrated by highly engaged customers who are likely to exhibit E-WOM

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behavior on social media sites [84]. Students who visit social media sites related to universities are behaviorally engaged and tend to exhibit E-WOM behavior, where they provide information, share stories, and offer positive recommendations for their respective universities [85]. Students actively involved in learning tend to have better learning performance [69].

H9: Offline student engagement has a positive effect on positive E-WOM intention

Perceived Academic Performance and Positive E-WOM Intention

Research related to students perceived academic performance can be conducted using several approaches. Previous research has examined the antecedents of students perceived academic performance, such as student experience and engagement [78], academic and social environment [86], and relationships with lecturers and friends [72], but there is limited empirical evidence examining the role of perceived academic performance on positive E-WOM intention. Research often relates students' personal characteristics to perceived academic performance, such as the relationship between internet information seeking and students' academic performance [72]. Further research is needed to explain the relationship between perceived academic performance and positive E-WOM intention.

H10: Perceived Academic Performance has a positive effect on Positive E-WOM Intention

METHODS

This study employed a quantitative approach, utilizing an online survey questionnaire as the primary instrument for data collection. The questionnaire was distributed to all students registered at Private Higher Education Institutions in the DKI Jakarta Province, Indonesia, that are under the Higher Education Service Institution (LLDIKTI) Region III and are included in the top 50 Private Higher Education Institutions according to LLDIKTI Region III. Data was gathered using non-probability, purposive sampling. A total of 776 respondents were recruited. This study adopted a five-point Likert scale, ranging from 1 (totally disagree) to 5 (totally agree) to measure each variable. Respondents' demographic profiles and behaviour questions were included in the online survey. The data analysis method used multivariate analysis using Partial Least Square-Structural Equation Modeling (PLS-SEM) with Smart PLS 4 software to test the hypothesized relationships between the proposed constructs. Measures of constructs for the online survey were developed based on previous literature. The variable of e-learning was adapted from [87] [88]. Variable social support was adapted from [88] . Variable self-efficay was adapted from [36] and variable student experience was adapted from [89]. Variable online student engagement was adapted from [90] and variable offline student engagement was adapted from [59][59]. Variable perceived academic performance was adapted from [56] and variable positive E-WOM was adapted from [7].

RESULTS

Profile of Respondents

The demographic profile of the research respondents is dominated by females, at 52%. Based on the respondents' age, the largest group of students is aged 18-21 years, at 79%. The student respondents come from 12 major private universities and are included in the top 50 private universities according to LLDIKTI Region III in 2020. The largest number of student respondents comes from Pelita Harapan University, at 19.7%, followed by Bina Nusantara University at 17.8%, and then Multimedia Nusantara University at 13.7%. The most popular field of study is management, at 29%, followed by arts, design, and media at 14.8%. The length of study of the respondents up to August 2023 is predominantly semester 5, at 38.9%. The number of credits taken in that semester is 13 – 16 credits, at 39%, and the estimated GPA in that semester is predominantly a GPA of 2.5 – 2.9, at 42%.

In the analysis of respondent behavior in this study, the e-learning platforms used by student respondents for lectures are Microsoft Teams and Moodle. The majority of students' online lecture time per day is 5 – 7 hours, at 52.4%. The onsite lecture time per day for students is mostly in the range of 3-5 hours, at 46.7%. Most of the time given by students for independent study using the e-learning platform is 1-3 hours, at 49.2%. Regarding student respondents' behavior related to social media platforms, the most frequently used platform is Instagram, at 75%. The frequency of visiting social media per day by students is 5 – 6 times, or 58%. The most frequent activity of student respondents

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on social media is posting comments, at 41%. It was found from the student respondents that the number of universities they knew through friendships or contacts on social media was 1 – 5 universities.

Reliability and Validity of The Measurement Model

Table 1. Factor Loading and Construct Reliability

Indicator		Outor Loadings	Cronbach Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c	AVE
EL1	I find the e-learning platform beneficial.	0.767	0.852	0.855	0.894	0.627
EL2	E-learning provides flexibility in studying at a convenient time.	0.810				
EL3	E-learning simplifies the learning process.	0.813				
EL4	E-learning is easy to use.	0.767				
EL5	I can easily find information on the e-learning platform.	0.801				
SS1	Lecturers/Supervisors provide support when facing difficulties using the e-learning platform.	0.745	0.890	0.912	0.913	0.601
SS2	Lecturers/Supervisors encourage the use of the e-learning platform.	0.826				
SS3	Lecturers/Supervisors help solve problems encountered while using the e-learning platform.	0.821				
SS5	My family provides affectionate support when I face problems while studying.	0.759				
SS6	Friends provide support in the learning process.	0.743				
SS7	Friends help me when there are problems using the e-learning platform in the learning process.	0.813				
SS8	Friends will provide guidance to me in the learning process.	0.712				
SE1	I complete the online learning process with good grades.	0.748	0.873	0.878	0.902	0.568
SE2	I understand the courses taught online.	0.723				
SE3	I am willing to complete the assignments given in the online learning process.	0.765				
SE4	I attend online lectures according to the schedule.	0.715				
SE5	I understand how to download learning materials.	0.788				
SE6	I understand how to participate in discussions during the online learning process.	0.749				
SE7	I understand how to send messages/information through the e-learning platform.	0.785				

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Indicator		Outor Loadings	Cronbach Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c	AVE
SEXP1	I consider the teaching and learning process at this University to be student centered.	0.696	0.850	0.854	0.886	0.526
SEXP2	I feel that this University cares about its students.	0.738				
SEXP3	I believe this University develops my overall personality in a balanced way.	0.763				
SEXP4	This University trains me to be responsible for myself.	0.720				
SEXP5	This University trains me to solve problems.	0.741				
SEXP8	This University provides good service to me.	0.702				
SEXP9	This University provides good administrative support to me.	0.717				
ONSE2	I do group assignments with friends online.	0.730	0.871	0.880	0.898	0.523
ONSE3	I can understand the knowledge taught in online classes.	0.766				
ONSE4	I can analyze the knowledge I learn in online classes.	0.774				
ONSE5	I tend to apply the knowledge I've learned in online classes in real situations.	0.708				
ONSE6	I communicate with lecturers when I need additional help.	0.735				
ONSE7	I ask lecturers questions about the lesson material.	0.713				
ONSE9	I eliminate distractions (such as eating while studying, chatting, noisy study places, playing games, being in a vehicle) when attending online classes.	0.675				
ONSE10	I manage my own learning using the system provided online.	0.680				
OFSE1	I participate in small group discussions.	0.852	0.929	0.931	0.941	0.642
OFSE2	I complete all class assignments.	0.797				
OFSE3	I perform well on exams.	0.860				
OFSE4	I study extra hard to meet the lecturers' standards.	0.728				
OFSE5	I try to find ways to make the courses I take interesting to me.	0.723				
OFSE6	I strive to understand the learning material I acquire.	0.866				
OFSE7	I actively participate in the community of my classmates.	0.810				
OFSE8	I have fun with classmates in class.	0.831				

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Indicator		Outor Loadings	Cronbach Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c	AVE
OFSE9	I discuss career plans with my Academic Advisor.	0.724				
PAP1	I feel that by attending classes, I can be successful.	0.749	0.829	0.829	0.880	0.594
PAP2	I feel that by attending classes, my grades improve.	0.754				
PAP3	I feel that by attending classes, my knowledge increases.	0.759				
PAP4	I feel that my creativity increases by attending classes.	0.799				
PAP5	I feel satisfied with the results I obtain by attending classes.	0.791				
PEI2	I voluntarily recommend this University on social media.	0.812	0.884	0.885	0.920	0.743
PEI3	When netizens talk about this University on social media, I leave positive comments on posts about this University.	0.905				
PEI4	When netizens talk about this University on social media, I give likes/positive symbols/reposts.	0.881				
PEI5	I provide positive information about this University to netizens who ask for my advice on social media.	0.848				

Source: Smart PLS 4 Data Processing Outputs, (2023)

Based on the results of the indicator reliability testing in Table 1, it was found that the loading factor values of SEXP1, ONSE9, and ONSE10 are below 0.78 and at or above 0.675. However, according to [91], a loading factor value greater than 0.6 can be considered. The remaining indicator items all show loading factor values above 0.708. Therefore, it can be confirmed that all indicators in this study are reliable for measuring their respective constructs. From the results of the data processing above, there are Cronbach's alpha values greater than 0.7. Meanwhile, the composite reliability values are below 0.95. Thus, it can be interpreted that all indicators used in this research model are declared reliable for measuring their respective constructs. All AVE values of the variables in the research model are greater than 0.5 and meet the requirements [92]. Thus, it can be concluded that the indicators in this research model are considered valid for collectively measuring their respective constructs.

Tabel 2. Heterotrait -Monotrait Ratio (HTMT)

Variabel	EL	OFSE	ONSE	PAP	PEI	SE	SS	SEXP
E-Learning								
Offline Student Engagement	0.172 CI (0.106-0.240)							
Online Student Engagement	0.202 CI (0.140-0.272)	0.383 CI (0.313-0.448)						
Perceived Academic Performance	0.406 CI (0.338-0.474	0.568 CI (0.501-0.628)	0.328 CI (0.265-0.391)					
Positive E-WOM Intention	0.384 CI (0.318-0.451)	0.312 CI (0.244-0.381)	0.251 CI (0.197-0.306)	0.894 CI (0.848-0.938)				
Self-Efficacy	0.837 CI (0.798-0.875)	0.217 CI (0.149-0.283)	0.179 CI (0.130-0.248)	0.407 CI (0.340-0.473)	0.377 CI (0.314-0.440)			
Social Support	0.558 CI (0.489-0.627)	0.142 CI (0.082-0.209)	0.303 CI (0.232-0.376)	0.195 CI (0.126-0.266)	0.195 CI (0.130-0.260)	0.639 CI (0.563-0.713)		
Student Experience	0.255 CI (0.186-0.326)	0.310 CI (0.242-0.378)	0.864 CI (0.821-0.904)	0.361 CI (0.301-0.423)	0.322 CI (0.265-0.381)	0.262 CI (0.195-0.334)	0.160 CI (0.112-0.232)	

EL= E-Learning; OFSE = Offline Student Engagement; ONSE = Online Student Engagement; PAP = Perceived Academic Performance; PEI = Positive E-WOM Intention; SE = Self Efficacy; SS = Social Support; SEXP = Student Experience

Source: Smart PLS 4 Data Processing Outputs, (2023)

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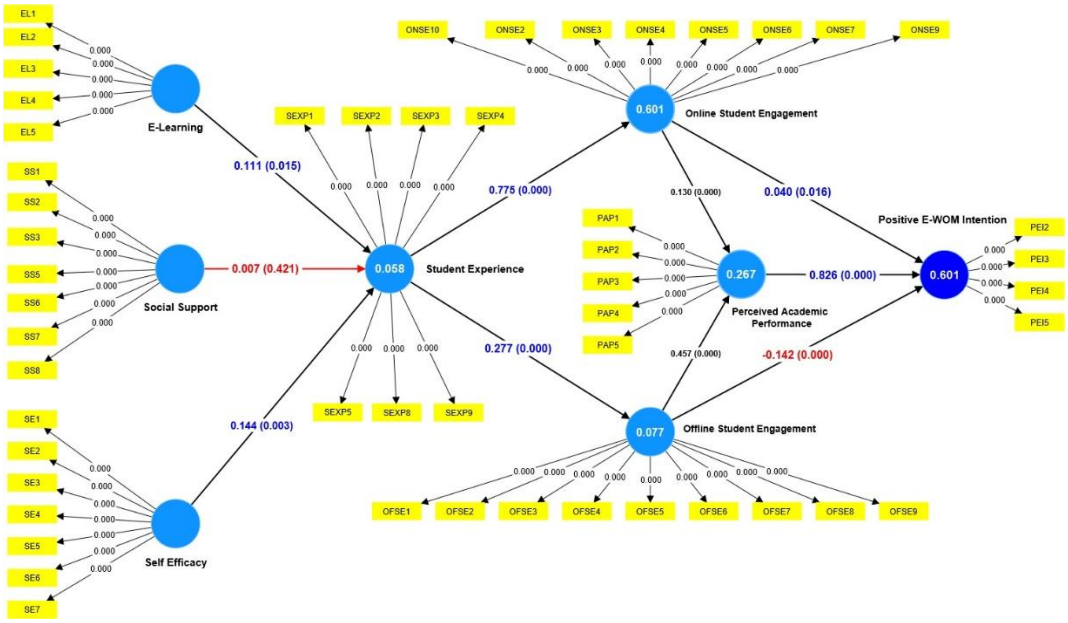
From Table 2, the discriminant validity test results show that the heterotrait-monotrait (HTMT) ratio of each variable is below 0.9. This indicates that all indicators in the research model are well-discriminated. This means that the indicators in this research model accurately and specifically measure their respective constructs.

Hypothesis Model and Main Effects



Source: Smart PLS 4 Data Processing Outputs, (2023)

Table 3. Hypothesis Testing Results

Hipotesis		Std. Coefficient	P-Values	Confidence Interval (CI)		Hasil
				5.0% Lower	95.0% Upper	
H1	*E-Learning → Student Experience*	0.111	0.015	0.028	0.197	Supported
H2	*Social Support → Student Experience*	0.007	0.421	-0.041	0.072	Not Supported
H3	*Self-Efficacy →Student Experience*	0.144	0.003	0.061	0.227	Supported
H4	*Student Experience → Online Student Engagement*	0.775	0.000	0.744	0.807	Supported
H5	*Student Experience → Offline Student Engagement*	0.277	0.000	0.218	0.339	Supported
H6	*Online Student Engagement → Perceived Academic Performance*	0.130	0.000	0.081	0.181	Supported
H7	*Offline Student Engagement → Perceived Academic Performance*	0.457	0.000	0.392	0.519	Supported
H8	*Online Student Engagement → Positive E-Wom Intention*	0.040	0.016	0.010	0.071	Supported
H9	*Offline Student Engagement → Positive E-Wom Intention*	-0.142	0.000	-0.201	-0.087	Not Supported
H10	*Perceived Academic Performance → Positive E-Wom Intention*	0.826	0.000	0.781	0.873	Supported

Source: Smart PLS 4 Data Processing Outputs, (2023)

The results revealed two unsupported hypotheses (Hypotheses 2 and 9). The remaining eight hypotheses are supported.

DISCUSSION

This research investigates ten hypotheses concerning the influence of e-learning, social support, self-efficacy, student experience, student engagement (online and offline), perceived academic performance, and positive Electronic

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Word-of-Mouth (E-WOM) intention. The research findings confirm that e-learning has a significant positive influence on student experience. This aligns with previous studies that highlight the important role of technology and information in enhancing the student experience. The influence of the physical environment, including the provision of technology and information services by universities, can improve student experience [6]. This research corroborates that e-learning has a positive correlation with the enhancement of student experience [13]. The quality of online learning systems also constitutes a significant aspect of the overall student experience [93]. Furthermore, self-efficacy is also found to be a significant predictor of student experience, indicating that students' confidence in their capabilities within the online learning environment contributes to a positive learning experience. Students who possess the ability to effectively use and utilize e-learning tend to exhibit greater satisfaction and a more positive learning experience [39] [43] [35].

The finding that social support does not significantly influence student experience contrasts with some previous research. A positive relationship between social support and student experience [25] [28]. However, the current study indicates that social support is not significant. A more relevant explanation at present is that there may be changes in students' expectations and perceptions of social support in the digital age. Students may rely more on support from online sources or perceive traditional forms of social support as less relevant in the context of modern learning. Additionally, variations in the quality and type of social support received by students may also influence these results.

Student experience is demonstrated to be an important factor in promoting online and offline student engagement, which, in turn, enhances perceived academic performance. Students who have positive experiences tend to be more engaged in their learning, subsequently leading to improved perceptions of their academic achievement. Students who have satisfactory experiences are more likely to be involved in their learning [94]. A notable finding is the negative influence of offline student engagement on positive E-WOM intention. This contradicts prior research and may be explained by students' propensity to share experiences directly within their social circles. When students are highly involved in offline activities, satisfaction and positive experiences may be communicated more through direct interaction rather than online platforms. This test result is inconsistent with previous research, which found that students actively engaged in learning have better learning performance [95].

Finally, this research confirms that perceived academic performance exerts a strong positive influence on positive E-WOM intention. Students who are satisfied with their academic achievements are more inclined to recommend their educational institutions online.

CONCLUSION

These findings have important implications for educational institutions in designing strategies to enhance student experience, promote engagement, and leverage positive E-WOM. Institutions should focus on providing effective e-learning environments, fostering student self-efficacy, and creating positive experiences that encourage engagement. Furthermore, it is essential to consider the dynamics of social interaction and their impact on E-WOM behavior, as well as to understand how students' communication preferences influence their sharing of experiences.

Theoretical Implications

This study's novelty is the proposition of a new conceptual framework for predicting positive E-WOM intention through online and offline student engagement. Specifically, the continuum of the independent variables progresses from student experience to student engagement, and subsequently to student intention. Concurrently, the conceptual framework positions perceived academic performance, along with online and offline student engagement, as constructs that directly predict positive E-WOM intention. Predictors of student experience are categorized as extrinsic factors (e-learning and social support) and an intrinsic factor (self-efficacy). This theoretical framework offers valuable insights for academics and researchers seeking to understand students' intentions to recommend or express positive opinions about Private Higher Education Institutions on digital platforms like social media (positive E-WOM intention).

The separation of the student engagement construct into online and offline student engagement is important because it enables a more nuanced understanding of student engagement dynamics across different learning modalities. Particularly with the growth of blended learning and distance education, this distinction is crucial for designing

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effective pedagogical strategies that are responsive to diverse learning contexts. This aligns with the recognition that student engagement is a multi-faceted concept, as supported by previous research.

Prior literature has often measured perceived academic performance primarily in terms of individual student needs (student relevance). Research investigating positive E-WOM intention because of perceived academic performance from the perspective of institutional importance (university relevance) remains relatively scarce. Therefore, the finding that perceived academic performance is a significant predictor of positive E-WOM intention represents an important theoretical contribution.

The study findings confirm that students develop intentions to provide recommendations and convey positive messages about their higher education institutions based on their relationships, experiences, and engagement with those institutions. A key contribution of this research is the expansion of the literature by examining students and their relationships with their higher education institutions within the context of new media, specifically positive online word-of-mouth (positive E-WOM).

This research corroborates the importance of self-efficacy in e-learning implementation, particularly computer self-efficacy, internet self-efficacy, Learning Management System (LMS) self-efficacy, and self-efficacy for online learning. Behavioral intentions are enhanced by increased perceptions of ease in performing a specific behavior, while perceptions of difficulty impede the desire or readiness to engage in that behavior due to perceived (temporary or permanent) inability.

Managerial Implications

The findings of this research on marketing in Private Higher Education Institutions offer managerial implications in the form of recommendations for Private Higher Education Institutions administrators, marketing departments, and policymakers. Private higher education institutions should prioritize identifying students who are "achievers" or demonstrate outstanding academic performance. These students tend to wield significant influence among their peers and on social media, making them valuable assets as univerities advocates.

Private higher education institutions should consider actively engaging with the social media presence of these high-achieving students. This can foster stronger relationships and demonstrate institutional support and appreciation. Consequently, higher education should explore collaborations with students to develop and disseminate quality content on social media platforms.

Managerial implications for improving student academic performance include enhancing lecturers' ability to communicate effectively with students. Communication that provides constructive feedback and positive reinforcement can contribute to a more positive and impactful learning experience for Generation Z students.

Furthermore, it is advisable to encourage academic advisors to actively participate in designing and implementing strategies that enhance students' self-confidence and belief in their ability to achieve academic success. Cultivating a campus environment that values collaboration and inclusivity is essential. Private higher education institutions that effectively provide opportunities for students to engage in community activities are likely to enrich the overall student experience. Strong social connections between lecturers and students are a key priority for contemporary Generation Z students. Finally, the adoption of 21st-century learning approaches and "Merdeka Belajar" (Independent Learning) policies is recommended.

Limitations and Suggestions for Future Research

This study has several limitations that offer opportunities for refinement in future research. Firstly, the research identified heterogeneity within the respondent data. This heterogeneity may limit the generalizability of the overall research findings. Such heterogeneity in the data could arise from unobserved data within the respondent pool. Secondly, there is a limitation concerning potential bias in respondent answers. This may be attributed to the length of the survey, which comprised 75 questions administered via Google Forms. Thirdly, it is recommended that future research consider using respondents grouped by academic specialization, such as engineering, medicine, or management/social sciences. Different academic environments may elicit varied responses from respondents.

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