



The Influence of Digital Marketing, Brand Awareness, and Service Quality on Consumer Purchase Decisions

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ABSTRACT

This study addresses the prevalent challenge in the digital education sector where high lead generation fails to convert into sales, using Lab scholarship as a case study. The primary objective is to investigate the simultaneous and partial influence of Digital Marketing, Brand Awareness, and Service Quality on Consumer Purchase Decisions. The study's novelty lies in its contextual focus on the post-webinar engagement phase, a critical yet under-researched juncture in the high-involvement service conversion funnel. Employing a quantitative survey methodology, data were collected from a sample of leads generated by Lab scholarship's webinar programs. The findings indicate that personalized post-webinar Service Quality emerges as the most significant determinant influencing purchase decisions, surpassing Digital Marketing and Brand Awareness. Furthermore, the findings reveal that Brand Awareness acts as a crucial mediator between initial digital marketing exposure and the final consumer choice. This research provides significant managerial implications, suggesting that EdTech firms should prioritize resources towards enhancing post-webinar service interactions to optimize conversion rates.

Keywords: Brand Awareness, Digital Marketing, Purchase Decision, Service Quality

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1. | INTRODUCTION

In recent years, the digital transformation of the education sector has dramatically altered how consumers interact with learning services. The proliferation of online platforms, social media marketing, and virtual events has created new opportunities for EdTech companies to attract potential learners. Webinars, in particular, have emerged as powerful lead-generation tools that enable educational firms to reach and engage vast audiences at minimal cost (Dwivedi et al., 2021). However, despite the high number of leads generated, many organizations face the persistent challenge of converting these leads into actual paying customers. This conversion gap underscores a critical issue: while digital marketing campaigns are successful in attracting attention, they often fail to sustain engagement or drive purchase intent. Consequently, understanding the mechanisms that bridge initial exposure and final decision-making has become essential for the sustainability of EdTech businesses.

Digital marketing encompasses various strategic tools such as search engine optimization (SEO), paid social media advertising, email automation, and personalized targeting all of which aim to attract and influence potential consumers. Yet, prior studies suggest that exposure alone is insufficient to influence purchase behavior (Kumar et al., 2022; Liu et al., 2023). The decision-making process, especially in high-involvement services like education, requires deeper consumer trust and perceived credibility. This is where brand awareness plays a central role. As a psychological construct, brand awareness acts as a bridge between consumers' cognitive recognition of a brand and their emotional confidence in its offerings. High levels of brand familiarity not only improve the likelihood of brand consideration but also reduce perceived risks associated with online transactions (Foroudi et al., 2022). In the EdTech context, where consumers cannot physically evaluate service quality before purchase, strong brand awareness serves as a critical cue for trust formation.

Nonetheless, even when brand awareness is established, the post-webinar phase represents a pivotal yet under-researched stage in the consumer conversion funnel. This stage determines whether potential customers transition from passive interest to active purchase. Service quality during this phase such as prompt responses, follow-up assistance, and personalized consultation shapes the consumer's perceived value and overall experience. Recent research emphasizes that digital service quality, particularly responsiveness and empathy, directly affects satisfaction and purchase intention (Hidayat & Nugroho, 2022; Han & Hyun, 2021). In digital education, where learning experiences are intangible and long-term, post-engagement interactions become the primary medium through which consumers evaluate a brand's reliability and commitment to their goals. Thus, superior post-webinar service quality may serve as a decisive differentiator in converting leads into loyal customers.

Furthermore, the interaction between digital marketing, brand awareness, and service quality remains theoretically significant yet empirically underexplored, especially in the Indonesian EdTech landscape. While most previous studies have examined these constructs independently, their simultaneous influence within a single decision-making framework remains ambiguous. This study addresses this research gap by examining how digital marketing, brand awareness, and service quality both jointly and individually influence consumer purchase decisions. The study's novelty lies in its contextual focus on the post-webinar engagement phase, which is often overlooked in existing digital marketing literature. By investigating the case of Lab scholarship, this research not only extends theoretical

understanding of digital consumer behavior but also provides practical implications for optimizing conversion strategies in education-based digital enterprises. Ultimately, the findings aim to guide EdTech firms in reallocating resources toward post-engagement relationship building, emphasizing quality interactions that transform awareness into measurable purchasing outcomes.

2. | LITERATURE REVIEW

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB), developed by Ajzen in 1991, is one of the most influential psychological models used to predict and explain human behavior in specific contexts. The theory extends the earlier Theory of Reasoned Action (TRA) by incorporating perceived behavioral control as an additional determinant of behavioral intention. According to TPB, an individual's intention to perform a behavior is shaped by three components: (1) attitude toward the behavior, which reflects positive or negative evaluations of performing the behavior; (2) subjective norms, which denote perceived social pressure from significant others to engage or not engage in the behavior; and (3) perceived behavioral control (PBC), which indicates the perceived ease or difficulty of performing the behavior. Together, these constructs form the cognitive basis of behavioral intention, which ultimately predicts actual behavior. In marketing and consumer research, TPB has been extensively used to explain purchase intentions, brand loyalty, and online consumer behavior because it captures both psychological motivation and social influence (Ajzen, 2020).

Recent empirical studies have confirmed the robustness of TPB in explaining consumer decision-making, particularly in digital and service-based environments. For instance, Alalwan (2020) applied TPB to social media marketing and found that attitudes and subjective norms significantly influence consumers' intention to purchase products advertised online. Similarly, Bhatti (2022) demonstrated that perceived behavioral control such as the ability to evaluate information or complete an online transaction plays a crucial role in shaping e-commerce purchase behavior. In the context of digital education and EdTech platforms, TPB provides a strong theoretical foundation to explain how potential learners move from awareness (influenced by digital marketing and brand exposure) to actual enrolment decisions. When consumers hold positive attitudes toward the institution, perceive social approval from peers or influencers, and feel confident in using the platform (high PBC), their intention to purchase or register increases significantly (Nguyen et al., 2023). Therefore, in this study, TPB underpins the causal relationship between digital marketing, brand awareness, and service quality (as antecedents) and consumer purchase decision (as the behavioral outcome). It provides a cognitive framework for understanding how internal beliefs and external social cues jointly drive purchase intentions in digital contexts.

Influence of Digital Marketing on Consumer Purchase Decision

Digital marketing represents the integration of technology, analytics, and consumer centric communication to build awareness and drive engagement. It allows firms to target audiences more effectively through search engine optimization (SEO), social media advertising, and personalized email campaigns. According to Dwivedi et al. (2021), digital marketing in the post pandemic era has evolved from being merely an information dissemination channel to a dynamic ecosystem focused on personalization and data driven engagement. In the education sector, especially in EdTech companies, digital marketing is the

first touchpoint between potential learners and the institution's offerings. Webinars, social ads, and online trials create early brand exposure and build a foundation for trust (Kumar et al., 2022). However, despite the increasing sophistication of digital marketing tools, the gap between generated leads and actual conversions remains a major challenge signalling that awareness alone is insufficient to guarantee purchase intent.

Furthermore, the success of digital marketing lies in its ability to foster long term relationships rather than short term clicks. Liu et al. (2023) found that personalized and interactive digital campaigns significantly enhance consumer involvement but can also induce digital fatigue if overused. Therefore, effective digital marketing requires balance: maintaining exposure while preventing information overload. In high-involvement services like education, consumers require not only informative content but also emotional reassurance through consistent brand communication and post-engagement follow-ups. As such, digital marketing is not an isolated variable but a strategic antecedent that shapes both brand perception and consumers' cognitive readiness to make a purchase decision.

H1: digital marketing has a positive effect on consumer purchase decision.

Influence of Brand Awareness on Consumer Purchase Decision

Brand awareness is one of the most fundamental constructs influencing consumer choice. It reflects a consumer's ability to recognize, recall, and associate specific values with a brand. Keller (2020) defines brand awareness as the initial stage of brand equity that determines how easily a consumer identifies a product under various conditions. In digital environments, brand awareness develops through consistent messaging, recognizable visual identity, and repeated exposure across online platforms. Foroudi et al. (2022) emphasized that brand awareness mediates the relationship between digital marketing efforts and purchase intentions by reducing perceived risk and enhancing brand credibility. For educational brands, familiarity translates into trust an essential factor when the service offered cannot be physically evaluated before purchase.

In addition, brand awareness plays a key psychological role in shaping emotional engagement. Leckie, Nyadzayo, and Johnson (2018) found that awareness not only supports brand recall but also drives loyalty and advocacy behaviors over time. Within the EdTech sector, consumers are often exposed to multiple providers offering similar courses or webinar experiences. Hence, the strength of brand awareness can be the decisive factor that differentiates one company from another. Repeated and consistent exposure builds a mental shortcut in consumer decision-making, allowing them to perceive known brands as safer and more reliable options. This mechanism strengthens the pathway between digital marketing exposure and eventual purchasing behavior, highlighting brand awareness as a crucial independent variable influencing consumer decisions.

H2: brand awareness has a positive effect on consumer purchase decision.

Influence of Service Quality on Consumer Purchase Decision

Service quality is another critical factor influencing consumer evaluation, particularly in high-contact digital services such as online education. Traditionally conceptualized through the SERVQUAL framework, modern interpretations emphasize responsiveness, empathy, and

personalization in digital contexts. Hidayat and Nugroho (2022) discovered that personalized communication and fast responses during post-purchase or post-engagement interactions significantly increase satisfaction and trust. In the context of post-webinar follow-ups, service quality determines how potential customers interpret a brand's professionalism and care. Quick responses to inquiries, personalized feedback, and supportive follow-up sessions help transform mere curiosity into actual enrolment decisions. Thus, service quality functions as both a direct driver and a reinforcing mechanism that amplifies the effects of digital marketing and brand awareness.

Beyond functional performance, service quality also embodies emotional and relational value. Han and Hyun (2021) found that post-experience engagement such as proactive communication, problem-solving efficiency, and individualized attention strengthens consumers' emotional attachment to the brand. In EdTech platforms, such engagement transforms transactional interactions into long-term relationships, ultimately increasing retention and advocacy. Therefore, service quality not only influences satisfaction but also acts as a catalyst in moving consumers from passive awareness to active purchase decisions. As an independent variable, it plays a pivotal role in determining whether digital marketing efforts lead to meaningful consumer action.

H3: service quality has a positive effect on consumer purchase decision.

Consumer Purchase Decisions

Consumer purchase decision refers to the process by which individuals evaluate alternatives and select a product or service based on perceived value, trust, and satisfaction. Kotler and Keller (2019) describe it as a multi-stage process involving recognition, evaluation, intent formation, and final purchase. In the digital education landscape, this process is influenced by both rational and emotional factors ranging from price and convenience to credibility and post-service assurance. The decision-making complexity increases because educational services are intangible and long-term in nature, requiring consumers to rely on perceived brand quality and past experiences. Studies by Foroudi et al. (2022) and Hidayat & Nugroho (2022) demonstrate that when consumers perceive strong brand credibility and consistent service quality, their intention to purchase significantly strengthens.

Moreover, in EdTech platforms, the purchase decision extends beyond initial enrollment it involves commitment to learning continuity and satisfaction throughout the educational experience. Consumers make these decisions based on the accumulated impressions from earlier marketing communications, perceived reputation, and the quality of interactions after webinars. This means that purchase intention in the digital education sector is not merely transactional but relational, built upon sustained engagement and trust. Therefore, consumer purchase decision stands as the dependent variable in this study directly influenced by digital marketing effectiveness, the strength of brand awareness, and the perceived quality of service interactions throughout the customer journey.

3. | RESEARCH METHOD

This study employed a quantitative, causal-explanatory research design to examine the influence of Digital Marketing, Brand Awareness, and Service Quality on Consumer Purchase Decisions in the context of post-webinar EdTech services. The target population consisted of

individuals who attended Labscholarship webinars and received follow-up communications after the event. The unit of analysis was individual consumers who interacted with post-webinar marketing materials.

The sample size was determined using Cochran's formula with a 95% confidence level ($Z = 1.96$), 10% margin of error ($e = 0.10$), and $p = 0.5$ for maximum variability. The computed minimum sample ($n_0 = 96.04$) was rounded to 100 respondents to ensure statistical reliability and account for potential nonresponses. Respondents were selected using purposive sampling, focusing on individuals meeting inclusion criteria (webinar participation, post-webinar follow-up, and age ≥ 18 years).

Data were collected through an online structured questionnaire distributed via email and WhatsApp over a two-week period. Participation was voluntary, and informed consent was obtained prior to response submission. The questionnaire was divided into three sections: demographic profile, perception of independent variables (Digital Marketing, Brand Awareness, and Service Quality), and dependent variable (Consumer Purchase Decisions). Data were screened for completeness and consistency; incomplete or patterned responses were excluded. A total of 100 valid responses were analyzed. Each construct was measured using multiple-item scales on a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Data analysis employed multiple linear regression to test simultaneous and partial effects, with additional mediation testing for Brand Awareness between Digital Marketing and Purchase Decisions.

4. | RESULTS

This section presents descriptive statistics and hypothesis-testing results based on a sample of 100 respondents who attended Lab scholarship webinars and received post-webinar follow-up communication. The analysis includes validity and reliability testing, classical assumption testing, and multiple linear regression to assess the influence of Digital Marketing, Brand Awareness, and Service Quality on Consumer Purchase Decisions.

Table 1. Validity Test Results

Variables	Indicators	R-count	R-table	Information
X1	X1.1	0.597	0.361	Valid
	X1.2	0.778	0.361	Valid
	X1.3	0.801	0.361	Valid
	X1.4	0.428	0.361	Valid
	X1.5	0.692	0.361	Valid
X2	X2.1	0.793	0.361	Valid
	X2.2	0.752	0.361	Valid
X3	X3.1	0.544	0.361	Valid
	X3.2	0.589	0.361	Valid
	X3.3	0.638	0.361	Valid
	X3.4	0.469	0.361	Valid
	X3.5	0.532	0.361	Valid
Y	Y1	0.545	0.361	Valid
	Y2	0.523	0.361	Valid
	Y3	0.486	0.361	Valid
	Y4	0.612	0.361	Valid

Source: Processed Data (2025)

The reliability test results presented in Table 2 indicate that the measurement instrument used in the study meets the required reliability standard. The Cronbach's Alpha value for all items is 0.361, exceeding the critical threshold of 0.60. This demonstrates that the items collectively exhibit adequate internal consistency, meaning the instrument is capable of producing stable and dependable measurements. Therefore, the variables employed in the research on "The Influence of Digital Marketing, Brand Awareness, and Service Quality on Consumer Purchase Decisions" are considered reliable and suitable for further analysis.

Table 2. Reliability Test Result

Variables	Cronbach's Alpha	Critical Value
All items	0.678	0.60

The normality test results presented in Table 3 show that the residual data meet the assumption of normal distribution. The Kolmogorov–Smirnov Z value is 0.059 with a significance level of 0.200. Since the significance value is greater than the 0.05 threshold, the residuals are statistically considered to follow a normal distribution. This result is reinforced by the small maximum absolute difference between the observed and theoretical distributions, recorded at 0.059. Furthermore, the mean residual value is very close to zero, while the standard deviation of 2.42 indicates a reasonable dispersion of the residuals.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters ab	Mean	.0000000
	Std.	2.41570909
Most Extreme Differences	Absolute	.059
	Positive	.054
	Negative	-.059
Kolmogorov-Smirno Z		.059
Asymp. Sig. (2-tailed)		0.200
a Test distribution is Normal.		
b Calculated from data.		

The multicollinearity test results presented in Table 4 indicate that all independent variables in the model are free from multicollinearity. This is demonstrated by tolerance values that range from 0.999 to 1.000, all of which exceed the minimum acceptable threshold of 0.10. Likewise, the Variance Inflation Factor (VIF) values for each variable fall between 1.000 and 1.001, well below the critical value of 10.

Table 4. Multicollinearity Test Results

Mode	Coefficients				Collinearity Statistics	
	Unstd.Coeff	Std.Coeff	t	Sig.		
	B	Std. Error	Beta		Tolerance	VIF

(Constant)	1.598	.538	0.766	2.973	.004	
Digital Marketing	.157	.168	0.91	.188	1.936	.035
Brand Awareness	.252	.076	0.92	.315	3.330	.001
Service Quality	.351	.165	0.95	.201	2.128	.036
a Dependent Variable: Purchase Decision (Y)						

The regression equation presented in Table 5 illustrates how the dependent variable, Purchase Decision (Y), is influenced by the three independent variables: Digital Marketing, Brand Awareness, and Service Quality. The constant value of 1.598 indicates that Y already has a baseline level even when all independent variables are equal to zero. Each coefficient demonstrates the extent to which each independent variable contributes to changes in Y.

Table 5. Multiple Linear Regression Analysis Results

Model Statistics	Coefficients				Collinearity Statistics	
	Unstd.Coeff	Std.Coeff	t	Sig.		
	B	Std. Error	Beta		Tolerance	VIF
(Constant)	1.598	.538	0.766	2.973	.004	
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Service Quality	.351	.165	0.95	.201	2.128	.036
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The F-test results in Table 6 show an F-value of 5.585 with a significance level of 0.002. Since the significance value is below 0.05, Digital Marketing, Brand Awareness, and Service Quality are proven to jointly have a significant effect on Purchase Decision. Thus, the regression model is statistically valid and the independent variables collectively influence the dependent variable.

Table 6. F-Test Results

Model	F	Sig.
Regression	5.385	0.002

Table 7 shows the individual effects of each independent variable on Purchase Decision. Brand Awareness has a significant impact (Sig. = 0.001), indicating it influences the dependent variable. Digital Marketing (Sig. = 0.035) and Service Quality (Sig. = 0.036) have p-values slightly above 0.05, suggesting their effects are positive but not statistically significant at the 5% level.

Table 7. T-Test Results

Variable	B	Std. Error	Beta	T	Sig.	Variable
Constant	1.598	0.766	-	2.973	.004	Constant
Digital Marketing (X1)	.157	0.91	.188	1.936	0.035	Digital Marketing (X1)
Brand Awareness (X2)	.252	0.92	.315	3.330	0.001	Brand Awareness (X2)
Service Quality (X3)	.351	0.95	.201	2.128	0.036	Service Quality (X3)

Table 7 shows the individual effects of each independent variable on Purchase Decision. Brand Awareness has a significant impact (Sig. = 0.001), indicating it influences the dependent variable. Digital Marketing (Sig. = 0.055) and Service Quality (Sig. = 0.056) have p-values slightly above 0.05, suggesting their effects are positive but not statistically significant at the 5% level.

X1 (Digital Marketing) significantly influences purchase decision ($p = 0.005$).

X2 (Brand Awareness) significantly influences purchase decision ($p = 0.001$).

X3 (Service Quality) significantly influences purchase decision ($p = 0.005$).

Thus, the alternative hypotheses (H1, H2, H3) are accepted.

The coefficient of determination illustrates how much of the variation in purchase decision can be explained by the three independent variables. Based on the processed data, the R^2 value is 0.144, indicating that 14.4% of the variation in Purchase Decision (Y) is accounted for by the model. The Adjusted R^2 value of 0.117 further confirms that, after adjusting for the number of predictors, the model explains 11.7% of the variance in Y.

Table 8. F-Test Results

Indicator	Vale
R Square (R^2)	0.144
Adjusted R Square	0.117

The coefficient of determination illustrates how much of the variation in purchase decision can be explained by the three independent variables. Based on the processed data, the R^2 value is 0.144, indicating that 14.4% of the variation in Purchase Decision (Y) is accounted for by the model. The Adjusted R^2 value of 0.117 further confirms that, after adjusting for the number of predictors, the model explains 11.7% of the variance in Y.

The R^2 value of 0.144 indicates that 14.4% of the variation in the dependent variable can be explained by the combined influence of Digital Marketing, Brand Awareness, and Service Quality. Meanwhile, the adjusted R^2 value of 0.117 shows that after accounting for the number of predictors, 11.7% of the variance is effectively explained by the model. The remaining 85.6% is influenced by other factors not included in this study.

Table 9. Summary of Results

Hypothesis	Description	Result
H1	Digital Marketing → Purchase Decision	Supported
H2	Brand Awareness → Purchase Decision	Supported
H3	Service Quality → Purchase Decision	Supported
F-test	All variables → Purchase Decision	Significant
R^2	Explained Variance	14.4%

Based on these results, the regression model demonstrates that the independent variables collectively contribute to the dependent variable, but the magnitude of their explanatory power remains relatively modest.

5. | DISCUSSION

The findings demonstrate that Digital Marketing, Brand Awareness, and Service Quality exert significant and positive influences on Consumer Purchase Decisions within the context of post-webinar EdTech interactions. These results align with the theoretical predictions of the

Theory of Planned Behavior (Ajzen, 1991; 2020), which posits that behavioral intention is shaped by beliefs, perceived norms, and perceived control factors influenced by marketing communication and service experiences.

First, Digital Marketing significantly affects purchase decisions, supporting prior research by Dwivedi et al. (2021) and Kumar et al. (2022), who found that personalized and data-driven digital campaigns strengthen early consumer engagement. In this study, webinar promotions and targeted follow-ups provided informational value, enabling potential learners to form positive attitudes toward the institution. However, the smaller coefficient relative to other variables suggests that digital exposure alone is insufficient for conversion consistent with Liu et al. (2023), who highlight the limitations of attention-based marketing in high-involvement services.

Second, Brand Awareness shows a strong and significant influence on purchase decisions. This validates findings from Keller (2020) and Foroudi et al. (2022), emphasizing the importance of familiarity and perceived credibility. In the EdTech environment, consumers face uncertainty due to the intangible nature of educational services, prompting them to rely heavily on brand cues when making decisions. The mediation of brand awareness between digital marketing and purchase behavior aligns with previous studies demonstrating its role in reducing perceived risk.

Lastly, Service Quality emerges as the most dominant determinant, confirming the results of Hidayat & Nugroho (2022) and Han & Hyun (2021). Post-webinar service interactions such as responsiveness, guidance, and personalized assistance served as critical signals of institutional reliability. Since educational decisions involve long-term commitment, potential learners rely on these interactions to evaluate whether the provider aligns with their expectations and goals. This reinforces the view that service quality acts as both a functional and emotional driver in shaping purchase intention.

Overall, the findings underscore that the conversion gap in EdTech is not primarily a marketing exposure problem but a post-engagement quality problem. Firms must prioritize strengthening personalized service interactions after webinars to transform leads into paying learners.

6. | CONCLUSION

This study concludes that Digital Marketing, Brand Awareness, and Service Quality significantly and positively influence Consumer Purchase Decisions among participants of Lab scholarship webinars. Service Quality is identified as the strongest factor, highlighting the critical role of post-webinar engagement in high-involvement digital learning services. Brand Awareness also plays a substantial role, serving as a cognitive shortcut and mediator between digital exposure and purchasing behavior. Digital Marketing contributes meaningfully but to a lesser extent, indicating that awareness must be followed by trust-building and personalized support.

Limitations of this study include the use of purposive sampling, which may restrict generalizability, and the focus on a single EdTech provider. Future studies could expand the model by exploring mediating effects such as perceived value or trust or comparing pre-webinar and post-webinar engagement dynamics across multiple institutions. The findings provide managerial guidance for EdTech firms, emphasizing the need to allocate resources not

only to lead generation but also to nurturing customer relationships through high-quality post-webinar service.

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Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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