

The Influence of Education and Assistance on The Repurchase of Animal Feed Factory Customers of PT. New Hope With Trust as Intervening

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Abstract: This study aims to analyze the influence of education and mentoring on the repurchase of PT. New Hope with trust as an intervening variable. The animal feed industry in Indonesia is experiencing rapid growth in line with the increasing nutritional needs of livestock and national programs such as Free Nutritious Meals. In the midst of increasingly fierce competition, PT. New Hope implements customer education and mentoring strategies to increase loyalty and frequency of repeat purchases. Education is provided through training, seminars, and informative materials, while mentoring is carried out through technical consultations and field visits. This study uses a quantitative approach with a survey method on customers of PT. New Hope in various distribution areas. The data was analyzed using the Structural Equation Modeling (SEM) technique based on Partial Least Square (PLS). The results of the study show that education and mentoring have a significant effect on customer trust, and trust has a significant influence on repurchase decisions. In addition, education and mentoring also have an indirect influence on repurchase through trust as an intervening variable. These findings indicate that trust plays an important mediating role in shaping customer loyalty through effective education and mentoring. Thus, a strategy that focuses on empowering and assisting customers in a sustainable manner can be the key to retaining customers and increasing the company's competitiveness. This research is expected to make a theoretical contribution to the development of literature related to consumer behavior and relationship marketing strategies, as well as practical recommendations for the management of PT. New Hope and similar companies in designing relationship-based marketing strategies that are oriented towards customer repurchase.

Keywords: Animal Feed Industry; Customer Education; Customer Trust; Mentoring; Repurchase; SEM-PLS



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1. Introduction

The animal feed industry in Indonesia continues to experience significant growth, driven by the increasing demand for livestock products from the poultry sector, cattle farming, goats, and various other livestock (Maesya and Rusdiana, 2018). This demand comes from the domestic market, which includes small to large-scale farmers, as well as the growing export market, especially for high-quality livestock products. Factors such as population growth, changes in people's consumption patterns that are more towards animal protein, and government policies in supporting food security also contribute to the growth of this industry (Nuhung, 2015).

Feed is the largest component in the cultivation business: in chicken farming it reaches 70%, shrimp reaches 50-55%, and fish reaches 70-75%. Currently, according to data from the Association of Animal Food Companies (GPMT), there are 110 feed factories spread across 10 provinces in Indonesia, with an

installed capacity in 2022 of 30.12 million tons per year (Agro Pustaka, 2024). Feed production in 2025 is expected to increase. Where from the international side, there is a downward trend in world feed prices which is expected to continue in 2025. Meanwhile, from the domestic side, the increase in demand in line with the implementation of the Free Nutritious Meal program is also a driving factor for the increase in feed demand in 2025 (Dwiyanto, 2025).

In the midst of the ever-evolving industry dynamics, PT. New Hope is present as one of the main players in the animal feed industry in Indonesia. The company offers a wide range of animal feed designed to optimally meet the nutritional needs of farm animals. The products of PT. New Hope includes poultry feed, ruminant feed, and feed for the aquaculture sector, with formulations based on the latest research and technology. In addition, PT. New Hope continues to innovate in feed production by customizing high-quality raw materials to improve productivity and livestock health.

In the face of increasingly fierce competition, companies are not only required to offer high-quality products but also must implement effective marketing strategies to maintain customer loyalty and increase customer repurchase (Waruwu et al., 2024). Competition in the animal feed industry comes not only from local producers but also from multinational companies that have technology and an extensive distribution network. Therefore, a marketing strategy that includes education for customers about the benefits and use of products as well as technical assistance to farmers is a crucial aspect in building long-term relationships with customers and ensuring the sustainability of the company's business.

Repurchase is one of the important indicators in assessing customer loyalty and the success of a company in creating long-term relationships with its customers. At PT New Hope, a company engaged in the animal feed industry, the phenomenon of repurchase is very prominent, especially among farmers who have long been regular customers of the company. Many customers, especially poultry and pig farmers, show a tendency to repurchase periodically, even making PT New Hope's products the main choice in their livestock operations.

This phenomenon is reinforced by the company's internal data showing that more than 70% of sales volume comes from long-time customers who routinely make purchases within a certain period of time. In fact, in some distribution areas such as East Java and South Sulawesi, the customer retention rate reached more than 80%, which reflects the high level of trust and loyalty to the PT New Hope brand (Source: Company Internal Data, 2025).

Customer education aims to provide a deeper understanding of the benefits and proper use of the product (Tjahyadi et al., 2021). In the animal feed industry, education is very important because the selection and application of feed that suits the specific needs of livestock can have a direct impact on animal productivity and health (Nurkholis et al., 2022). Education can be provided in various forms, such as seminars, training, product demonstrations, and the distribution of informative materials that explain the advantages of the product and how to use it optimally.

However, there is also research that shows that customer education does not always have a significant effect on trust. For example, research on marketplace platforms shows that customer education has no significant effect on customer trust (Eisingerich & Bell, 2016). While many studies support that customer education has a significant effect on customer trust, there is also evidence to suggest no significant influence, so more research is needed to clarify the conditions and mechanisms of the relationship.

Customer assistance is a strategic step taken by the company to ensure that customers can optimally apply products in their farming activities (Hanief and Purnama, 2024). This assistance can be in the form of direct consulting services, field visits by the technical team, or support through digital platforms that allow customers to get solutions to the problems they face. With continuous mentoring, customers will feel more cared for and believe that the products they use are supported by professional and responsive services (Rane et al., 2023).

Customer trust in the company and its products plays an important role as an intervening variable in the relationship between education, mentoring, and repurchase decisions. This trust is formed through a consistent positive experience, the fulfillment of customer expectations for product quality, and the continuous support provided by the company. Customers who have a high level of trust in PT. New Hops are more likely to make repeat purchases than customers who have a low level of trust.

Various studies related to the topic have been conducted (Amri et al., 2023; Antonios, 2011; Astika & Budiarto, 2025; Baskara & Nurwidawati, 2023; Djamaludin & Fahira, 2023; Eisingerich & Bell, 2016; Elzagi & Lailita, 2024; Gunawan et al., 2024; Karim et al., 2020; Mashuri & Putri, 2022; Rane et al., 2023; Rombe & Radna, 2022; Suh et al., 2015; Sulistyowati & Hwihanus, 2024; Tasin, 2017; Tjahyadi et al., 2021; Wijaya & Fadhillah, 2023) A number of previous studies have highlighted the importance of education in creating customer repurchases. Repurchase is one of the indicators of customer loyalty. Antonios (Antonios, 2011) examining the influence of education on customer loyalty. One form of customer loyalty is rebuying. The results show that education plays an important role in shaping customer loyalty. Other

research conducted by Suh et al. (Suh et al., 2015) which shows that customer education is one of the antecedents that shape customer loyalty. Masri et al. (2021) Examining the influence *Customer Learning* against against *Trust* and purchase intent. *Customer learning* Judging from *Product Knowledge* and *Copyright* © 201. The results show that customer learning has a significant effect on trust, and trust has a significant effect on purchases. Research Masri et al. (Masri et al., 2021) related to the research to be conducted, as both are related to the customer's level of knowledge. Customer learning creates customer knowledge and education also creates customer knowledge.

Mentoring is also one of the important components used by PT. New Hope to create customer trust and repurchase. Mentoring is a form of service provided by the company. The results of the research conducted by Akbar et al. (2024) shows that the quality of service has a significant effect on repurchases. Meanwhile, Research Aninda and Roosdhani (2024) Showing that the quality of service does not have a significant influence on customer repurchases. There is a gap in this context.

However, on the other hand, there are studies that state that the influence of education on repurchase is not significant. Research by (Menhard et al., 2025) shows that although education has been carried out through product training and socialization, there is no significant direct influence on repurchases, as purchasing decisions are more influenced by price factors and product availability. Similarly, research by (Lestari, 2020) shows that education only has an indirect impact on repurchase through intermediary variables such as customer satisfaction or trust.

Trust plays an important role in creating repurchases. Wijarnoko et al. (2023) Conduct research with a systematic literature review approach on factors that affect customer repurchases. The five most commonly used factors in repurchase intent research are satisfaction, trust, perceived value, price, and e-wom.

Nevertheless, several other studies show different results. Research by (Santoso, 2019) states that trust does not always have a significant effect on repurchases, especially when there are disturbances to external factors such as price changes, declining product quality, or competitor influence. In another study by (Lestari, 2020), it was found that trust only has an indirect impact on repurchases through customer satisfaction or value perception.

The objectives of this study are as follows: 1) Analyze the influence of education on customer trust PT. New Hope; 2) Study the influence of mentoring on customer trust PT. New Hope; 3) Probe the influence of education on customer purchase decisions, PT. New Hope; 4) Probe the influence of mentoring on customer purchase decisions, PT. New Hope; 5) Scrutinize the influence of trust on customer purchase decisions, PT. New Hope; 6) Study the influence of education indirectly on the purchase decision of PT. New Hope with trust as an intervening variable; 7) Examine the influence of mentoring indirectly on customer purchasing decisions, PT. New Hope with trust as an intervening variable.

2. Conceptual Framework and Research Hypotheses

The conceptual framework in this study aims to systematically describe the relationship between the variables studied, namely how education and assistance provided by PT. New Hope can influence customer repurchases, with customer trust as the intervening variable that mediates the relationship. In the context of the animal feed industry, customer loyalty is an important aspect that reflects the company's success in retaining customers. Therefore, repurchase is used as the main endogenous (bound) variable that shows the level of customer loyalty to the feed products offered by the company.

Customer education is a continuous and organized learning process that aims to provide attitudes, knowledge, and expertise to customers so that they can make optimal use of products or services (Suh et al., 2015). This education can be done through teaching, training, or research, and can occur both formally and self-taught. In the context of service, customer education serves as a means to increase active customer participation in value creation and build a competitive advantage for the organization (Salsabila et al., 2024).

Mentoring is a process of meeting and providing assistance carried out by the mentor to the person or group he is accompanied with the aim of helping them experience positive change and growth as a whole (Nganga et al., 2020). Mentoring emphasizes more on the approach of togetherness, parallelism, and equality between the companion and the companion, not domination or control (Blaj-Ward and Perrin, 2023).

Customer trust is one of the important factors in the relationship between customers and companies. This trust can be interpreted as a customer's belief in a product, brand, or company that provides that product or service (Shefir and Mangifera, 2023). Customer trust is all the knowledge that customers have as well as the conclusions that customers make about their objects, attributes, and benefits. This object can be a product, a person, a company, or something else that is the focus of customer beliefs and attitudes. An attribute is a characteristic or feature that the object has that forms customer trust (Kurniadi and Rana, 2023).

Repurchase is a customer's behavior that shows a desire or decision to buy the same product or service again after a previous purchase experience. This decision is usually based on customer satisfaction with the

product or service that has been used before (Elzagi and Laulita, 2024). According to Sumiyati and Zabella (2023), repurchase is a customer's response that arises from a previous positive experience that encourages them to make a repurchase.

The exogenous (free) variables in this study consist of two important elements, namely education and mentoring. Education is defined as the company's efforts to provide information, training, and increase knowledge to customers about the benefits of products, how to use, dosage, and appropriate feeding practices according to the needs of livestock. Effective education can increase customer understanding and awareness of product quality and excellence, thereby creating a positive experience that strengthens the relationship between customers and companies. Meanwhile, mentoring includes continuous support provided by technical personnel or company representatives in the form of field visits, consultations, technical problem solving, and responsiveness to customer needs and complaints. This assistance aims to ensure that customers are able to apply what has been learned from education appropriately and obtain optimal results from the use of feed products.

Both variables are assumed to have a significant influence on customer confidence, which in this framework is positioned as an intervening variable. Customer trust reflects the belief that the company has integrity, competence, and a commitment to providing the best products and services. When customers feel that the company has provided useful education and consistent mentoring, the level of trust in the company will increase. In many studies of customer behavior, trust is proven to be a key foundation in forming long-term loyalty, including in the decision to make a repurchase.

Thus, within the conceptual framework of this study, education and mentoring are not only seen as factors that can directly influence repurchase decisions, but also indirectly through increased customer trust. This means that trust acts as a mediator that bridges the influence of two exogenous variables on repurchase. Through understanding this relationship, the company is expected to design more effective marketing and service strategies to increase customer loyalty, especially in the context of the competitive animal feed industry market. Therefore, this conceptual framework becomes an important foundation in the development of hypotheses and empirical analysis in the following chapters.

The conceptual framework shows the concept of the flow of thought about the direction of the problem presented in the research. The proposed conceptual framework as seen in figure 1. next:

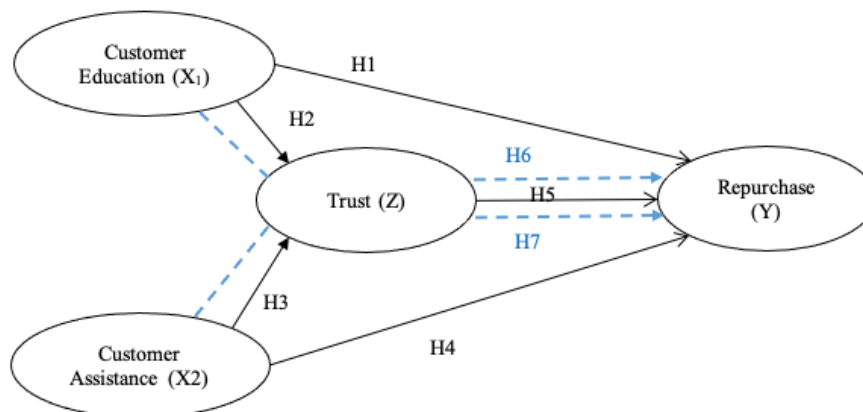


Figure 1. Research Conceptual Framework

The hypotheses proposed in this study are:

H1: Education has a significant effect on the customer trust of PT. New Hope.

H2: Assistance has a significant effect on the customer trust of PT. New Hope.

H3: Education has a significant effect on the purchase decision of PT. New Hope.

H4: Assistance has a significant effect on the purchase decision of PT. New Hope.

H5: Trust has a significant effect on the purchase decision of PT. New Hope.

H6: Education indirectly has a significant effect on the repurchase of PT. New Hope with trust as an intervening variable.

H7: Assistance indirectly has a significant effect on the repurchase of PT. New Hope with trust as an intervening variable.

3. Materials and Methods

This study uses a quantitative approach with a type of causal-comparative research (explanatory research), which aims to analyze the influence of education and assistance on customer repurchases, both directly and indirectly through intervening variables in the form of customer trust. This approach was chosen

because it is appropriate to explain the cause-and-effect relationship between variables in a previously developed theoretical model.

The population in this study is all active customers of PT. New Hope spread across the distribution area of East Java. The study population included poultry, pig, and ruminant farmers who had made regular feed product purchases. To obtain representative data, saturated sampling was used. The number of samples taken was 152 respondents.

The research instrument was in the form of a questionnaire compiled using a five-point Likert scale, ranging from "strongly disagree" (1) to "strongly agree" (5). The instrument includes four main variables, namely:

1. Education (X1), measured through five main indicators: increased knowledge, understanding of business value, ability to use products, participation in educational programs, and decreased product complaints.
2. Mentoring (X2), measured through six indicators: companion competence, interaction quality, speed of service, customer enablement, result satisfaction, and access to information.
3. Trust (Z), measured by five indicators: integrity, benevolence, competence, reliability, and honesty of the company.
4. Repurchase (Y), measured by four indicators: transactional intent, referential intent, preferential intent, and exploratory intent.

Before being used in the analysis, the questionnaire is tested for validity and reliability. The validity test was carried out through outer loading analysis (with a threshold of ≥ 0.70) and convergent validity through the Average Variance Extracted value ($AVE \geq 0.50$). The reliability test was performed using Composite Reliability ($CR \geq 0.70$) and Cronbach's Alpha (≥ 0.60) to ensure internal consistency.

The data analysis technique uses Structural Equation Modeling (SEM) with a Partial Least Square (PLS) approach which is carried out through SmartPLS 3.0 software. SEM-PLS was chosen because it is able to analyze the simultaneous relationships between latent variables in structural models, including direct and indirect influences. The analysis was carried out in two stages, namely the evaluation of the outer model to test the validity and reliability of the construct, and the evaluation of the inner model to test the relationship between variables, the R^2 value, the f^2 value, and the t-statistical value of each relationship path (path coefficient). Hypothesis testing was performed at a significance level of 5% ($\alpha = 0.05$).

4. Results

4.1. Description of Research Variables

This study uses four main variables, namely education (X1), mentoring (X2), trust (Z), and repurchase (Y). Each variable has an important role in forming a structural model that aims to analyze the direct and indirect influence of education and assistance on the repurchase of PT. New Hope, with trust as an intervening variable.

The education variable (X1) is an independent variable that describes the extent to which the company provides understanding, information, and training to customers in order to be able to use the product optimally. Customer education includes increasing knowledge, understanding of business processes, being able to use products independently, and reducing customer complaints. The results of descriptive statistics show that the educational variable has a mean value of 4.20, a standard deviation of 0.44, a minimum value of 3.00, and a maximum value of 5.00, which shows that customer perception of the educational program is very good.

The mentoring variable (X2) is also an independent variable that shows the company's form of support to customers through consulting services, technical visits, and customer empowerment in the use of products. Mentoring includes indicators such as interaction quality, speed of service, customer enablement, and technical problem solving. Based on the results of the analysis, this variable has a mean value of 4.19, with a standard deviation of 0.42, a minimum value of 3.00, and a maximum value of 5.00, which shows that customers value the assistance from PT. New Hope in the category is very satisfying.

The trust variable (Z) functions as an intervening variable that bridges the influence between education and mentoring on repurchase. Trust is measured through five main indicators, namely integrity, kindness, competence, reliability, and honesty of the company. Based on the descriptive results, customer trust has a mean value of 4.22, a standard deviation of 0.43, a minimum value of 3.00, and a maximum value of 5.00, which indicates the level of customer trust in PT. New Hope is very high.

The repurchase variable (Y) is a dependent variable that describes the tendency of customers to continue to purchase animal feed products from PT. New Hope in a sustainable way. The indicators include transactional intent, referential intent, preferential intent, and exploratory intent. Based on the results of the analysis, the repurchase variable had a mean value of 4.23, a standard deviation of 0.42, a minimum value

of 3.00, and a maximum value of 5.00, which shows that the customer's repurchase intention is in the very high category.

These four variables show consistency that the education and mentoring provided by the company succeeds in building strong trust from customers, which ultimately has a positive impact on the decision to make a repurchase. Thus, the variables in this study are closely related in supporting the company's strategic goals in maintaining customer loyalty.

4.2. Research Results

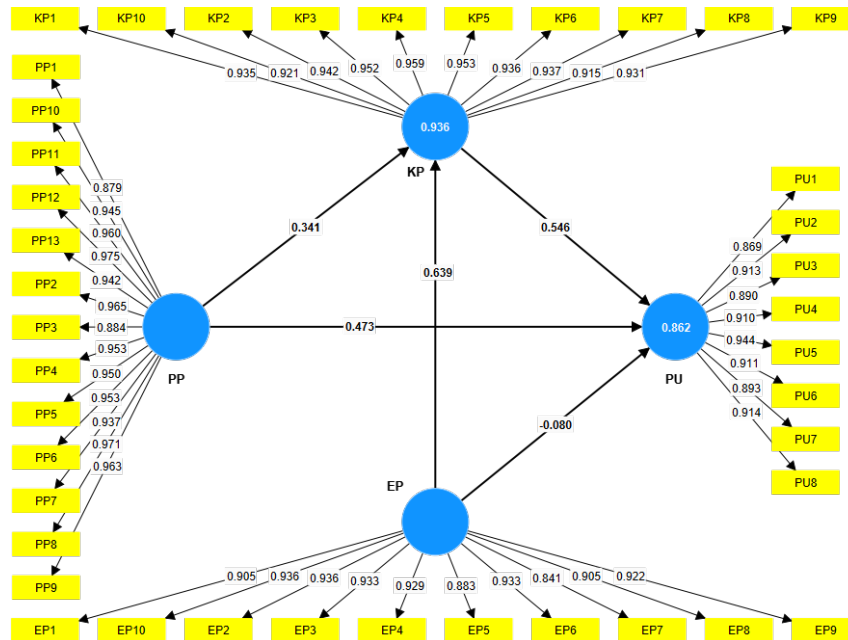


Figure 2. Model Construction

Based on the construction of the model above, the following equations can be made:

$$\begin{aligned}
 \mathbf{KP} &= \mathbf{0.638EP} + \mathbf{0.341PP} \\
 \mathbf{PU} &= \mathbf{-0.080EP} + \mathbf{0.473PP} + \mathbf{0.543KP}
 \end{aligned}$$

Description:

- PU = Repurchase
- KP = Customer Trust
- EP = Customer Education
- PP = Customer Assistance

External model testing is carried out to assess the validity and reliability of each indicator that forms a latent construct in the research model. This test includes three main stages, namely the evaluation of outer loading, the reliability of the construct (through the Composite Reliability and Cronbach's Alpha values), and the convergent validity (through the Average Variance Extracted or AVE value).

The results of the outer loading test showed that all indicators in the four research variables — namely education, mentoring, trust, and repurchase — had a loading value above 0.70. This indicates that each indicator has an excellent contribution in measuring the construct in question. Thus, all indicators in this study were declared to be individually valid and can be used in further analysis.

In terms of reliability, the Composite Reliability (CR) value for each construct was obtained: education = 0.904, mentoring = 0.898, trust = 0.899, and repurchase = 0.910. All of these values are well above the minimum threshold of 0.70, which indicates that all constructs have excellent internal consistency. Cronbach's Alpha values for all variables also showed satisfactory results, namely education = 0.871, mentoring = 0.865, trust = 0.866, and repurchase = 0.883, all of which exceeded the minimum threshold of 0.60 thus proving the reliability of the research instrument.

Meanwhile, the results of convergent validity based on the Average Variance Extracted (AVE) value also showed that all variables had an AVE value above 0.50, with details: education = 0.651, mentoring = 0.636, trust = 0.640, and repurchase = 0.719. These values show that each construct is able to explain more than 50% of the variance of its indicators, which means that the convergent validity has been met.

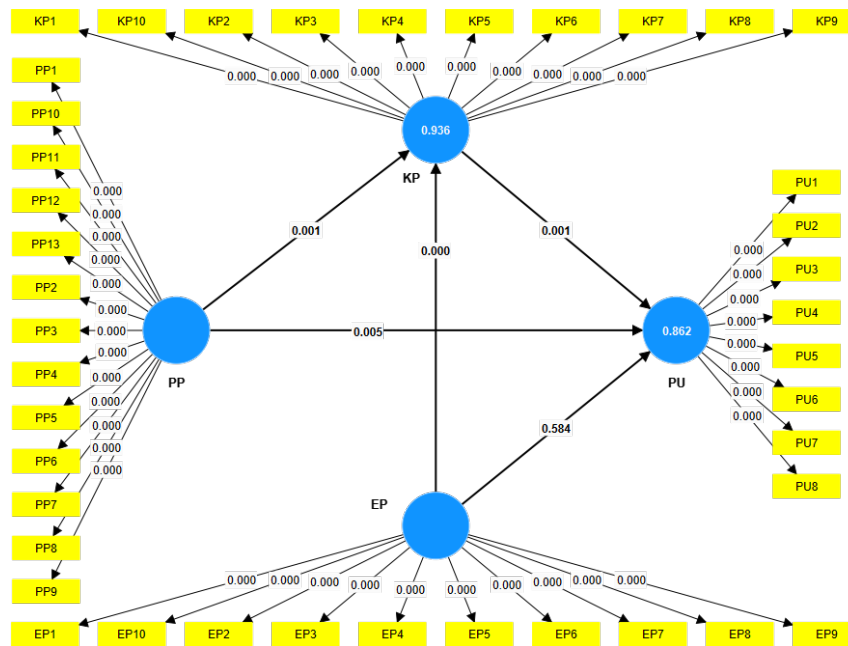


Figure 3. Inner Model

In assessing the structural model with PLS, it can be seen from the value of *R Square* for each endogenous latent variable as the predictive power of the structural model where the value of *R Square* 0.75 (Strong), 0.50 (Medium) and 0.25 (Weak) (Alimudin et al., 2022; Sugiyono, 2017). To see if the model meets the model fit criteria, where the model is viewed with an SMSR score must be less than 0.1 (Alimudin et al., 2022; Backer et al., 2018).

The results of the analysis showed that the value of R square for the confidence variable was 0.621. This means that 62.1% of the variation in customer trust can be explained by two independent variables, namely education and mentoring. While the remaining 37.9% was influenced by other factors outside the research model. This value is included in the medium to strong category, which shows that education and mentoring make a significant contribution in forming customer trust in PT. New Hope.

Meanwhile, the R-square value for the repurchase variable is 0.741, which means that 74.1% of the variation in repurchase decisions can be explained by the variables of education, mentoring, and trust simultaneously. This is a very strong value, which shows that the structural model built in this study is very good at explaining customer repurchase behavior. Thus, it can be concluded that the contribution of independent and intervening variables to repurchase decisions is very high, and the research model has good predictive capabilities. This high R-square value also shows that the approach used in this study is relevant and able to describe the dynamics of the relationship between variables in the context of relational marketing in the animal feed industry.

The next stage is hypothesis testing.

Table 1. Research Hypothesis Testing

Hypothesis	Direction of Influence	Coefficient	P values	Limit Value	Information
H1	EP -> KP	0,639	0,000	0,05	Accepted hypotheses
H2	PP -> KP	0,341	0,001	0,05	Accepted hypotheses
H3	EP -> PU	-0,080	0,584	0,05	Hypothesis rejected
H4	PP -> PU	0,473	0,005	0,05	Accepted hypotheses
H5	KP -> PU	0,546	0,001	0,05	Accepted hypotheses

Based on the results of data processing presented regarding the testing of research hypotheses, it can be explained that of the five hypotheses proposed, four of them were accepted and one hypothesis was rejected, based on the path coefficient and statistical significance (p-values). The first hypothesis (H1) tested the influence of Customer Education (EP) on Customer Trust (KP) and showed a coefficient value of 0.639 with a p-value of 0.000, smaller than the significance limit of 0.05. This shows that the influence of EP on KP is statistically significant, so H1 is accepted. This means that the higher the education provided to customers, the greater the level of customer trust in the company.

Furthermore, the second hypothesis (H2) states that Customer Assistance (PP) has an effect on Customer Trust (KP). The results of the analysis showed a coefficient value of 0.341 with a p-value of 0.001, also smaller than the threshold value of 0.05. Thus, H2 is accepted, which indicates that good mentoring is able to significantly increase customer trust. Meanwhile, the third hypothesis (H3), which tested the influence of Customer Education (EP) on Repurchase (PU), showed insignificant results with a coefficient value of -0.080 and a p-value of 0.584 (well above 0.05). Thus, this hypothesis is rejected, which means that customer education has no significant direct influence on repurchase decisions.

For the fourth hypothesis (H4), which tested the influence of Customer Assistance (PP) on Repurchase (PU), a coefficient value of 0.473 and a p-value of 0.005 were obtained. Since the p-value is smaller than 0.05, H4 is accepted, indicating that mentoring plays an important role in encouraging customers to make a repeat purchase. Finally, the fifth hypothesis (H5) tests the influence of Customer Trust (KP) on Repurchase (PU). The test results showed a coefficient value of 0.546 and a p-value of 0.001, which was also significant. Therefore, H5 is accepted, indicating that customer trust has a strong influence in driving repurchase behavior.

Overall, the results of the hypothesis test showed that Education and Mentoring significantly affected Customer Trust, and Trust and Mentoring had a significant effect on Repurchase. However, Customer Education does not directly affect the Repurchase, which indicates the possibility of a mediating role by the Customer Trust in the relationship. These findings provide an understanding that building long-term relationships with customers is not enough just through education, but needs to be supported by direct mentoring and the creation of a strong sense of trust in the company and its products.

Next is indirect hypothesis testing.

Table 2. Indirect Influence

Hypothesis	Direction of Influence	Coefficient	P values	Limit Value	Information
H6	EP -> KP -> PU	0,349	0,004	0,05	Accepted hypotheses
H7	PP -> KP -> PU	0,186	0,014	0,05	Accepted hypotheses

Based on the results of data processing, it can be explained that this research model also examines the indirect influence between variables with Customer Trust (KP) as a mediating variable. The test results showed that all indirect influence pathways tested had statistically significant coefficient values, so that indirect hypotheses were accepted. The first indirect influence path, namely Customer Education (EP) on Repurchase (PU) through Customer Trust (KP), has a coefficient of 0.349 with a p-value of 0.004 which is smaller than the significance limit value of 0.05. This means that while EP has no direct influence on PU (as shown in previous direct hypothesis testing), its indirect influence is significant through Customer Trust. This indicates that Customer Education can increase repurchase intent if it first builds customer trust in the company or product.

Meanwhile, the second indirect influence path, namely Customer Assistance (PP) on Repurchase (PU) through Customer Trust (KP), also showed significant results with a coefficient of 0.186 and a p-value of 0.014. This shows that in addition to having a direct influence on the PU, the PP also has an additional contribution through the KP as a mediator. In other words, the assistance provided by the company not only has a direct impact on the repurchase decision, but also provides a positive and significant indirect influence through increased customer trust.

These results reinforce the role of Customer Trust as an important mediating variable in the research model. Education and mentoring for new customers will be really effective in encouraging repurchase if they are able to build customer trust first. These findings underscore the importance of relational strategies in customer management, where companies are not only providing information and technical assistance, but also need to create emotional and psychological bonds that build trust. Thus, the total influence of EP and PP on PU becomes greater when the indirect effects through KP are also taken into account. Overall, these results support the conceptual framework built in the research, while providing strategic direction for companies in improving customer loyalty.

5. Discussion

5.1. The Influence of Education on Customer Trust

The results showed that the Customer Education (EP) variable had a positive and significant effect on Customer Trust (KP), with a coefficient value of 0.639 and a p-value of 0.000 which was smaller than the significance limit of 0.05. This means that the higher the level of education provided to customers, the higher

the level of customer trust in the company or product offered. This hypothesis is stated to be accepted, which suggests that customer education is an important factor in shaping and increasing customer trust.

Logically, this relationship can be explained through the understanding that education provides customers with better information, knowledge, and understanding of a product or service, including its benefits, how to use it, safety, and advantages over other products. When customers feel more informed and have enough information, they tend to feel more confident and confident in the quality and credibility of the company or product. In the context of theory, these findings are supported by Trust Theory which states that trust is formed when individuals feel that the other party has competence, integrity, and good intentions, and this can be obtained through the delivery of clear, transparent, and educational information.

Furthermore, these findings are also in line with the results of previous research as explained by (Morgan & Hunt, 1994) in the Commitment-Trust Theory of Relationship Marketing, that trust is the main foundation in building long-term relationships between companies and customers, and that trust can be built through improved effective communication and education. In the context of the animal feed industry, customer education not only strengthens technical understanding of the product, but also strengthens the perception of customers that the company has good faith and high expertise in helping their livestock businesses. Therefore, companies that consistently educate their customers have great potential to build strong and sustainable trust.

Thus, the results of this study confirm that customer education does not only play a role as a tool for delivering information, but also as a trust-building strategy that has implications for the loyalty and sustainability of the company's relationship with customers.

5.2. The Influence of Mentoring on Customer Trust

The results showed that the Customer Assistance (PP) variable had a positive and significant effect on Customer Trust (KP), with a coefficient value of 0.341 and a p-value of 0.001, which was smaller than the significance threshold value of 0.05. This means that the more intensive and quality the form of assistance provided by the company to customers, the higher the level of customer trust in the company and its products. This hypothesis is declared accepted, which confirms that customer mentoring is an important factor in forming and strengthening trust.

Logically, mentoring reflects the company's active involvement in accompanying, guiding, and providing direct support to customers in product use, problem solving, and improving their business performance. When customers feel left alone in facing challenges, and feel the company's real presence in supporting their needs, this will foster a sense of trust that the company cares, is responsible, and reliable. This trust is formed from experiential experience of the company's consistency of actions and commitment to customer success.

Theoretically, this relationship can be explained through the approach of Social Exchange Theory (Blau, 1964), which states that relationships built on the basis of mutual benefit will strengthen trust and loyalty. In this context, mentoring is a form of social exchange where the company provides added value in the form of personal services and technical support that are indirectly reciprocated by customers in the form of trust and long-term commitment. In addition, Morgan & Hunt (1994) in the Commitment-Trust Theory of Relationship Marketing also emphasizes that trust is formed from the experience of positive interactions and mutually beneficial relationships, one of which is through the presence and attention of the company in accompanying customers directly.

In the animal feed industry such as PT. New Hope, mentoring is very crucial because customers (breeders) need guidance in applying products appropriately, as well as facing technical challenges in the field. When a company is present to provide solutions, direction, and evaluation, customer trust will increase because they feel that they are not only buying the product, but also gaining the support of expertise and ongoing partnerships. Thus, intensive and ongoing mentoring plays a big role in building customer trust, and ultimately driving loyalty and repurchase.

5.3. The Influence of Education on Customer Repurchase

The results of the study showed that Customer Education (EP) did not have a significant direct influence on Repurchase (PU). This is indicated by a coefficient value of -0.080 with a p-value of 0.584, which is much higher than the significance limit of 0.05. Therefore, the H3 hypothesis is rejected, which means that increased customer education does not necessarily influence the customer's decision to make a repurchase of the product offered.

Logically, these findings can be explained by understanding that customer education is important for improving understanding, but understanding alone is not strong enough to drive real actions such as repurchases. Education functions as an input of information and knowledge, but repurchases are usually

influenced by other psychological and emotional variables, such as trust, satisfaction, user experience, and long-term relationships with the company. If the education provided is not accompanied by direct interaction, real support, and concrete results felt by customers, then the impact on purchasing behavior can be insignificant.

Theoretically, these findings can be explained through the Theory of Planned Behavior (Ajzen, 1991) approach, which states that customer behavior (including repurchases) is influenced by intention, and that intention is formed by three main components: attitudes towards behavior, subjective norms, and perceived behavioral control. In this context, education may be able to influence attitudes, but it does not necessarily create intent if it is not followed by positive experiences, social encouragement, or a sense of ability and confidence from customers. In addition, based on the AIDA (Attention, Interest, Desire, Action) model, education only plays a role in the initial stage (attention and interest), but to achieve action in the form of repurchases, advanced factors such as trust, satisfaction, and real results from product use are needed.

Thus, these results confirm that education is not enough to trigger direct repurchases, but its role is stronger when mediated by other variables, specifically customer trust. This is supported by the results of previous indirect influence tests, which show that customer education has a significant effect on repurchase through trust. Therefore, the company's education strategy should be directed not only to convey information, but also to build trust and positive experiences, so that it can indirectly encourage customers to return to buy products.

5.4. The Influence of Mentoring on Customer Repurchases

The results showed that Customer Assistance (PP) had a positive and significant influence on Repurchase (PU), with a coefficient value of 0.473 and a p-value of 0.005, which was below the significance value of 0.05. Thus, the H4 hypothesis is accepted, which means that the better and more intensive the assistance provided by the company, the greater the tendency of customers to repurchase the products offered.

Logically, customer mentoring not only improves technical understanding of the product, but also provides moral, emotional, and functional support that is critical in building long-term satisfaction and trust. When customers feel left out after the sales process, as well as receive help or guidance in using the product, they will feel cared for and appreciated, which in turn encourages loyalty and repeat purchases. Mentoring creates a strong relational bond between the company and the customer, which is a key driving factor in the next purchase decision.

Theoretically, this relationship is supported by Service-Dominant Logic (Vargo & Lusch, 2004), which states that product value is not only created from the goods sold, but from the interactions and experiences of the service that accompany them. In this framework, mentoring is part of the value co-creation process, where customers and companies collaborate to produce maximum benefits from a product. In addition, this approach is also in line with Relationship Marketing Theory which states that marketing success does not depend only on a single transaction, but on long-term relationships built through trust, commitment, and attention to customer needs.

Especially in the context of the animal feed industry such as PT. New Hope, mentoring has a strategic role because customers (breeders) not only need quality products, but also guidance in their use so that livestock yields are optimal. Mentoring such as field visits, periodic evaluations, or technical training will help customers achieve satisfactory results, and it is this positive experience that directly encourages them to make a repeat purchase.

Thus, these results strengthen the understanding that active, personalized, and continuous mentoring is a key factor in driving customer repurchase decisions, as well as being a relational strategy that can increase loyalty and sustainability of customer relationships with companies.

5.5. The Influence of Trust on Customer Repurchases

The results showed that Customer Trust (KP) had a positive and significant influence on Repurchase (PU), with a coefficient value of 0.546 and a p-value of 0.001, which was much smaller than the significance value of 0.05. Thus, the H5 hypothesis is accepted, which means that the higher the level of customer trust in the company or its product, the more likely the customer is to make a repeat purchase.

Logically, this relationship is very strong because trust is the main foundation in building customer loyalty. Customers who have high trust in a brand or company tend to feel safe, comfortable, and confident that the product or service they receive will consistently meet their expectations. In these conditions, customers will be less likely to re-evaluate or compare with competitors, because they are satisfied and believe in the promised quality. As a result, the decision to make a repurchase becomes easier and more natural.

Theoretically, these findings are supported by the Commitment-Trust Theory of Relationship Marketing developed by Morgan and Hunt (1994), which states that trust is one of the key variables that influence commitment and repetitive purchasing behavior in the long-term relationship between a company and customers. When customers believe that the company has integrity, competence, and concern for their interests, it will form an affective commitment that encourages loyalty and continuous buying. Trust also strengthens relational relationships and minimizes the perceptual risks felt by customers in each transaction.

In addition, in the context of marketing services and technical products such as animal feed, trust becomes even more important because customers cannot always judge the quality of the product instantly. They rely heavily on previous perceptions and experiences, as well as communication and interactions built with the company. If the company manages to demonstrate consistency in product quality, transparency of information, and honesty in service, then trust will grow and encourage stable repurchase behavior.

Thus, the results of this study underscore the importance of companies building and maintaining customer trust as a long-term strategy in maintaining loyalty. Trust not only increases the likelihood of repurchases, but also creates stronger relationships, which can protect the company from the negative influence of competitors and market fluctuations. Therefore, building trust is not only a goal, but a major prerequisite in creating a sustainable relationship with customers.

5.6. The Indirect Influence of Education on Customer Repurchase

The results of the study show that Customer Education (EP) has a positive and significant indirect influence on Repurchase (PU) through Customer Trust (KP) as a mediating variable. This is indicated by a coefficient value of 0.349 with a p-value of 0.004, which is below the significance limit of 0.05. Thus, the H6 hypothesis is accepted, which means that although education has no direct effect on repurchase (as the results in H3), it still plays an important role in driving repurchase through increased customer trust.

Logically, these results illustrate that customer education forms a very important initial foundation in creating a positive understanding, belief, and perception of the company and the products offered. Good understanding through education will increase the perception of the company's competence and professionalism in the eyes of customers, which ultimately fosters trust. However, the decision to buy back is not a direct reaction to education, but rather the result of the trust formed as a result of the education. This suggests that education works indirectly, forming a psychological bridge through customer trust before influencing purchasing behavior.

Theoretically, these results are in line with the mediation model in consumer behavior theory, specifically the approach of the Theory of Reasoned Action (Fishbein & Ajzen, 1975) and its development in the Theory of Planned Behavior (Ajzen, 1991). In both theories, an action (such as a repurchase) is influenced by previously formed beliefs and attitudes, not just by direct information. In this context, education forms beliefs and perceptions that give rise to trust, and trust is what determines purchasing behavior decision-making.

This finding is also supported by the literature on relationship marketing, which states that education is part of a company's strategic communication that aims to build customer engagement and trust (Ndubisi, 2007). Good education shows that the company is not only sales-oriented, but also cares about the customer's ability to understand and use the product optimally. This concern drives emotional trust, which ultimately contributes to repurchases.

Thus, it can be concluded that customer education has a strategic role as a tool to form customer trust, and it is through this trust that education has a significant impact on repurchases. Therefore, companies should not only focus on education as the delivery of technical information, but also integrate it in a long-term relationship strategy aimed at building and maintaining customer trust as the basis of loyalty.

5.7. The Influence of Indirect Mentoring on Customer Repurchase

Based on the results of the test on the indirect path H7 with the direction of influence PP -> KP -> PU, a coefficient of 0.186 was obtained with a significance value (p-value) of 0.014, which is smaller than the significance limit value of 0.05. Thus, the H7 hypothesis is accepted, which means that assistance (PP) has an indirect effect on repurchase (PU) through the intervening variable of customer trust (KP).

Logically, assistance from the company to the customer, such as training, technical consulting, or after-sales support, can improve the customer's understanding and comfort of the product used. When customers feel supported and helped in using the product optimally, trust in the company and the products offered will arise. This high level of trust is an important basis for driving loyalty, including the decision to make a repurchase.

Theoretically, these findings can be explained through Social Cognitive Theory (Bandura & Health, 1986) which emphasizes that social support and environmental interactions such as mentoring can influence

individual beliefs (in this case trust in a brand or company). The trust that is formed will then influence consumer attitudes and behaviors, including the decision to continue using or repurchase the same product.

These findings are also consistent with previous research that shows that a company's positive and active interactions with consumers can create a high sense of security, credibility, and trust in the brand, which ultimately impacts loyalty and repurchase (Garbarino & Johnson, 1999; Morgan & Hunt, 1994).

Thus, mentoring has an important role as an indirect factor that influences repurchase through the formation of customer trust. Companies need to maintain and improve the quality of mentoring as a strategy to maintain long-term relationships with customers and increase loyalty.

6. Conclusions

The conclusions that can be drawn from this study are:

1. Education has a significant effect on customer trust. The test results showed that customer education (EP) had a positive and significant influence on customer trust (KP), with a coefficient of 0.639 and a p-value of 0.000. This means that the higher the level of education provided, the more customer trust in PT. New Hope.
2. Mentoring has a significant effect on customer trust. Customer assistance (PP) was also proven to have a positive and significant effect on customer trust, with a coefficient of 0.341 and a p-value of 0.001. This shows that mentoring activities can strengthen the relationship between the company and customers through increased trust.
3. Education has no direct effect on a customer's repurchase decision. Although education plays a role in forming trust, the test results show that education has no direct effect on repurchase decisions (PU), with a coefficient of -0.080 and a p-value of 0.584 (insignificant). This indicates that education alone is not enough to drive repurchase decisions.
4. Mentoring has a direct effect on customer repurchase decisions. Mentoring has a positive and significant influence on repurchase decisions, with a coefficient of 0.473 and a p-value of 0.005. This means that the more intensive and effective the assistance provided, the more likely the customer is to make a repeat purchase.
5. Customer trust has a significant impact on repurchase decisions. Customer trust proved to be a key factor influencing repurchase decisions, with a coefficient of 0.546 and a p-value of 0.001. Trust is an important bridge between company activities and customer loyalty.
6. Education has an indirect effect on repurchase decisions through customer trust as a mediator. Although it has no direct influence, customer education has been shown to have an indirect effect on repurchases through trust, with a coefficient of 0.349 and a p-value of 0.004. This emphasizes the importance of building trust as a strategic step in transforming education into loyalty.
7. Assistance has an indirect effect on repurchase decisions through customer trust as a mediator. In addition to having a direct effect, mentoring also has an indirect influence through customer trust, with a coefficient of 0.186 and a p-value of 0.014. This suggests that mentoring accompanied by increased trust will have a stronger impact on customer repurchases.

Suggestions that can be given in this study are:

1. Strengthen Structured and Relevant Customer Education Programs. Considering that education has a significant effect on trust, PT. New Hope is advised to develop continuous education programs such as regular training, workshops, video tutorials, and interactive brochures tailored to customer needs in the field.
2. Improve the Quality and Frequency of Direct Mentoring. Because mentoring has been proven to affect both trust and repurchase, companies need to expand their field teams tasked with providing direct technical assistance to farmers, including through regular visits, free consultations, and post-purchase services.
3. Focus on Building Customer Trust Consistently. PT. New Hope needs to maintain integrity in communication, transparency of information, and consistency of product quality, as customer trust has a direct and indirect influence on repeat purchases. Building an emotional relationship with customers can also be done through a personal approach and responsive customer service.
4. Combine Education and Mentoring in One Integrated Program. Education should not stand alone, but be combined with direct practice through mentoring. An example is on-farm training which is accompanied by a demonstration of product use and direct monitoring of results.
5. Develop a Feedback System to Strengthen Trust and Loyalty. Building feedback channels such as customer satisfaction surveys, discussion forums, or official WhatsApp groups with a technical team can provide a space for customers to convey constraints and expectations, while also increasing a sense of appreciation and trust.

6. Launch a Trust-Based Loyalty Program and Active Participation. PT. New Hope can design loyalty programs that reward customers who actively participate in education and mentoring, for example through reward points, certificates of participation, or special discounts for loyal customers.
7. Periodic Evaluation of the Effectiveness of Education, Mentoring, and Customer Satisfaction. Companies need to conduct periodic evaluations to assess the effectiveness of education and mentoring programs. Customer satisfaction data surveys and analysis can be the basis for the development of more targeted service strategies in the future.

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