The Influence of Customer Engagement Through Social Media on the Trust of Islamic Boarding Schools (Study at the Hamalatul Quran Islamic Boarding School Putri Ringinagung Kediri, East Java)

Imam Fatoni[1] and Didik Puji[2]

Doctoral Program in Economics and Business

Email: 1272000013@surel.untag-sby.ac.id and 1272000035@surel.untag-sby.ac.id

Abstract

Trust in brands of Islamic Boarding School can be grown from the reciprocal relationship in an engagement. Customer engagement through social media is an attempt by a company to keep in touch with its customers through social media facilities. According to a survey, Facebook and Instagram is a social media with the highest involvement value. Facebook and Instagram are one of the most popular in Indonesia. Compared to others, from February to May 2022 the number of PPHQ Putri followers on Facebook and Instagram is very high, and PPHQ Putri engagement also has the highest level of engagement. Therefore, this study aims to see whether customer engagement by PPHQ Putri through Instagram social media has been able to create trust in the PPHQ Putri brand. There are 4 variables used in this study to establish customer engagement. Data collection was done online by distributing questionnaires to followers of PPHQ Putri Facebook and Instagram accounts who have interacted by giving likes and comments and reposting PPHQ Putri facebook and Instagram accounts at least 3 times to 100 respondents. This study aims to find a relationship from the existence of customer engagement to brand trust partially and simultaneously using multiple linear regression analysis. Based on the results of the analysis that has been done partially, of the four variables, 3 of them have a significant influence on the trust of the PPHQ Putri brand while the results of the analysis are simultaneously known that all variables together influence the brand trust.

Keywords: *Customer Engagement, Brand Trust, Social Media.*

INTRODUCTION

The development of technological advances by bringing many conveniences makes organizers of educational institutions, especially Islamic boarding schools, use online media as a means of communicating and promoting their products to consumers/society and promoting their products in the form of daily activities in building brand image. Every institution has its own way of trying to add and retain customers, one of which is to build the trust of students and parents towards Islamic boarding schools based on what is stated by Morgan & Hunt (1994) where the main factor is to maintain long-term and long-lasting relationships is trust.

Mutual trust between Islamic Boarding Schools and students and parents can be grown from the establishment of engagements that are not related to learning activities between the two, thus creating a mutually beneficial relationship (So et al., 2014). Students and parents trust because they believe in the ability of services and promises that Islamic Boarding Schools have in providing good responses when interacting (Morgan and Hunt, 1994; Intan 2012), and therefore positive engagement can be created. Students and parents will be more confident if they feel that they have a relationship with Islamic boarding schools that have high quality (So et al., 2014). It shows that the higher the engagement, the higher the customer trust in the interaction relationship at the Islamic Boarding School (So et al., 2014).

To cultivate good trust in a brand, the customer engagement approach is very suitable considering that a good experience will create positive trust. Customer engagement is an effort to create, build, and improve relationships with customers which is an important strategy in maintaining the performance of educational activities in the future (Brodie, 2011). According to Cook (2011), the strategy to create a strong relationship between customers and Islamic boarding schools can be done by engaging them in two-way communication and cooperative interactions. Utilization of social media can be used to create good 2-way

communication. Through social media, customers can provide feedback and actively participate in activities and information disseminated by Islamic Boarding Schools. The types of social media that are currently used to approach customer engagement are Facebook and Instagram (Jayson, 2017).

According to the survey, from February to May 2022, the number of followers on the Facebook and Instagram accounts of Pondok Pesantren Pesantren Hamalatul Quran Putri has the highest number, and in terms of engagement it also has the highest level of engagement. Therefore, this study aims to see whether the customer engagement carried out by Islamic boarding schools through social media of Facebook and Instagram affects the trust of Islamic boarding schools by using the variables of contingency interactivity, self-brand connection, company attitude, and word of mouth which refers to research conducted by Yang and Kang (2009) in measuring customer engagement from an online site.

LITERATURE REVIEW

Brodie et al (2011) conducted observations and interviews with the online community members of a brand to describe the customer engagement process focused on the interactive experience of the customer. Furthermore, another study conducted by Yang and Kang (2008) measured the scale of engagement in a blog as a possibility and outcome of interactive communication using the contingency interactivity dimension, self-brand connection which is included in the cognitive attachment dimension, and company attitude which is included in the dimension of of attitudinal attachment and word of mouth which is included in the dimensions of behavioral attachment. In addition to referring to the research above, this study also conducted a literature study on the research conducted by Chrissy (2014) to determine the effect of customer engagement variables on the beliefs of Islamic Boarding School who have interacted with Facebook and Instagram accounts. The customer engagement variable used in this study is cognitive attachment (contingency interactivity and self-brand connection),

attitudinal attachment (extraversion and openness the experience), and behavioral attachment (company behavior and customer behavior). Customer engagement is an effort to create, build, and improve relationships with customers which is an important strategy in maintaining business performance in the future, Brodie et al (2011). Customer engagement focuses on customers and their needs according to the marketing concept. With customer engagement, an institution focuses on customer satisfaction by giving them more value than competitors to build trust and commitment to long-term relationships (Sashi, 2012).

The contingency interactivity variable refers to a study conducted by Burgoon, Bonito, Dunbar, Kam, and Fischer (2002), namely user interest in reading posts on online media. Activities or content shared by Islamic boarding schools become tools for customers to carry out interactive interactions on Facebook and Instagram. Involvement or interaction can be started from reading activities, viewing content on Facebook and Instagram then followed by customers being able to repost, share with other users, leave comments, and like on Instagram. The self-brand connection variable, according to Escalas, refers to the ability of a brand to reflect its customers, how customers identify the brand well, and the existence of a personal connection between the customer and the brand. The company attitude variable adapted from research by Boulding and Kirmani covers how institutions can show that they have a good reputation, how institutions can show that they are in a stable financial condition, and how institutions can compete with competitors so that they can survive in the long term. The word-of-mouth variable refers to research by Brown, Barry, Dacin, and Gunst (2005) which describes a word-of-mouth communication carried out by customers from interactions with an institution where these interactions make customers interested in recommending or sharing positive experiences with other customers, inviting other customers to use the products of the institution, and saying positive things about a brand.

Social media is a medium for socializing where users can participate, share, and fill social networks in the virtual world (Afriani, 2011). Social media is a

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medium that was created to make it easier for users to interact in two directions by utilizing technology.

Trust in a brand plays an important role in managing long-term relationships with customers. Trust in a brand according to Zahra et al (2015) is the trust from customers to rely on a brand. Trust in the brand can encourage the creation of a reciprocal relationship that benefits both interacting parties (So et al, 2014). Customer trust is created from their belief in the ability or good response when interacting provided by the institution (Morgan and Hunt, 1994; Intan, 2012). Customers feel their needs are cared for by the institution (Vivek et al, 2012). Bound customers will be more trustworthy because they have a very high-quality relationship with institutions (So et al., 2014).

METHOD

This research is explanatory (causal research) is research that aims to find the relationship of cause and effect. The methodology or stages in this research include developing research models, developing instruments and measurement methods, collecting and processing data, analyzing data, discussing, and drawing conclusions and suggestion. This research model adapts from research conducted by Chrissy (2014) but uses constructs in research conducted by Yang and Kang (2009), namely contingency interactivity, self-brand connection, company attitude, and word-of-mouth. This research model can be seen in Figure 1.
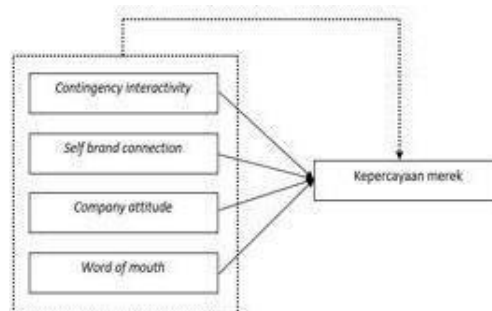
Gambar 1 Model Penelitian

The model in Figure 1 will serve as the theoretical basis for this study to determine the effect of contingency interactivity, self-brand connection, company attitude, and word-of-mouth on the trust of the Hamalatul Quran Putri

Islamic Boarding School. The research hypothesis of the model framework is as follows:

1. The contingency interactivity variable on the trust of Islamic Boarding Schools

   Reject H_0: There is a partial effect between the contingency interactivity variables on the trust of Islamic Boarding Schools

   Accept H_0: The contingency interactivity variable has no partial effect on the trust of Islamic Boarding Schools

2. Self-brand connection variable to trust variable of Islamic Boarding School
   Reject H_0: There is a partial effect between the variable of self-brand connection on the trust of Islamic Boarding Schools

   Accept H_0: The self-brand connection variable does not partially affect the trust of the Islamic Boarding School

3. The company attitude variable to the trust variable of Islamic Boarding School
   Reject H_0: There is a partial effect on the company attitude variable to the trust of Islamic boarding schools

   Accept H_0: The variable company attitude does not partially affect the trust of Islamic Boarding Schools

4. Word-of-mouth variable on trust variable of Islamic Boarding School
   Reject H_0: There is a partial effect between the word-of-mouth variable on the trust of Islamic Boarding Schools

   Accept H_0: Word-of-mouth variable does not have a partial effect on the trust of Islamic Boarding Schools

5. The variables of contingency interactivity, self-brand connection, company attitude, and word of mouth on the trust variable of Pondok Pesantren

Reject H_0: There is a simultaneous influence between the variables of contingency interactivity, self-brand connection, company attitude, and word of mouth on the trust of Islamic Boarding School

Accept H_0: The variables of contingency interactivity, self-brand connection, company attitude, and word of mouth have no simultaneous effect on the trust of Islamic Boarding Schools

The instrument in this study is a questionnaire. The questionnaire was developed by determining the indicators of each variable according to the literature study that had been compiled. The statement on the questionnaire that has been compiled is then tested for validity to test whether the questionnaire is valid or not. The first validity test is content validity in the face validity test by two experts, namely by assessing the suitability of indicators with research variables using a Likert scale measurement scale. The results of the assessment from the expert were then tested for logical validity, which was analyzed using the Aiken's V method. The next test is the construct validity test by means of a pilot study to 30 respondents, and an analysis is then carried out using the Pearson's product moment method. After all items are declared valid, then a reliability test is carried out. To see the results of the reliability test, it is done by observing the coefficient value of Cronbach's alpha.

The data collection technique in this study is a non-probability sampling technique with purposive sampling method. The research population is individuals who are members of Facebook and Instagram followers. The distribution of the questionnaire was carried out online by providing a link to the questionnaire that had been created with Google Form to followers on Facebook and Instagram accounts. According to Hair et al (2010), the minimum total sample for this type of quantitative research is 15-20 times the total independent and dependent variables. Currently the number of independent and dependent variables used is 5. The independent variables are 4 variables which are contingency interactivity, self-brand connection, company attitude, and word-of-mouth, and the dependent variable consists of 1 variable, namely the trust of the

Islamic Boarding School. Therefore, the number of samples in this study are 100 people from the calculation of 20 x 5 (number of variables) = 100. The sample criteria in this study were the entire population who interacted by reading, viewing, giving likes, comments, and reposting on Facebook accounts and Instagram at least 3 times. This criterion was chosen based on the concept of engagement itself which is a continuous process and not a one-time process, so with the interaction of 3 times already illustrates customer engagement with a brand.

The results of the selection of appropriate questionnaires were then separated. After being separated, the data that is declared valid will be tested using the basic assumption test and the classical assumption test and then proceed with multiple linear regression test using data processing software. The basic assumption tests include normality test and linearity test. Before carrying out the classical assumption test, the basic assumption test is first carried out. Classical assumption tests include multicollinearity test, heteroscedasticity test, autocorrelation test, and run test. If the basic assumption test and the classical assumption test give good results, it can be continued to the multiple linear regression test.

Multiple linear regression analysis test is conducted to show the relationship between the dependent variable and the independent variable. The first test is the T (partial) test to see each independent variable that has an impact on the dependent variable by using the significance value. Furthermore, the F test (simultaneous testing) is used to see the effect of all independent variables on the dependent variable using the significance value, and if it has an effect from the F test, we can see how big the influence is.

RESULT AND DISCUSSION

Data collection was carried out from June 15, 2022 to July 5, 2022 using Google forms. The results of data collection obtained as many as 132 the amount of data collected. 132 of the data were selected according to the criteria of the

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respondents in the research sample that had been determined previously and got the results of 100 respondents.

Regression analysis was carried out after testing the classical assumptions to ensure that the results were valid and had no biased data. We recommend that before testing the classical assumptions, the basic assumptions are tested first, which consists of normality testing and linearity testing, followed by classical assumption tests, namely multicollinearity test, heteroscedasticity test, autocorrelation test, and run test.

The data can be said to be according to the normality test when the population or sample data is normally distributed using the Kolmogorov-Smirnov test. The data can be said to be normally distributed when it has a significance value > 0.05.

Tabel 3. Hasil uji normalitas *Kolmogorov-Smirnov*

	Standarized Residual
Asymp. Sig. (2-tailed)	0,261

Sumber: Hasil olahan SPSS 16

Basic assumptions test on the normality test of the effect of contingency interactivity, self-brand connection, company attitude, and word of mouth on the trust of Islamic boarding schools shows a significance value (Asymp. Sig 2-tailed) above 0.05, which is 0.261, so it can be said that the data is normally distributed and has met the basic assumption test.

Linearity test is used to determine wether the relationship between the dependent and independent variables is linear or not. To determine the linearity of the regression line is by using a significance value > 0.05 (Sudarmanto, 2005).

Tabel 4. Hasil uji linearitas

Variabel Independen	Nilai Signifikansi
Contingency interactivity	0,239
Self brand connection	0,590
Company attitude	0,131
Word of mouth	0,644

Table 4 shows the results of the linearity test of each dependent variable (Islamic boarding school trust) on the independent variables (contingency interactivity, self-brand connection, company attitude, and word of mouth) with a significance value above 0.05, so it can be concluded that the variable dependent has a linear relationship (straight).

Multicollinearity test is useful for seeing the relationship of each independent variable. This test is important to do because a good regression analysis should be if the independent variables have no correlation with the basis of the assessment based on the VIF value < 10 and the Tolerance value > 0.10, it can be interpreted that the independent variables in the regression model have no correlation and the regression model is good.

Tabel 5. Hasil uji multikolinieritas

Variabel Independen	Collinearity Statistics	
	Tolerance	VIF
contingency interactivity	0,404	2,478
self brand connection	0,450	2,222
company attitude	0,454	2,201
word of mouth	0,359	2,787

In table 5 it can be seen that each VIF value in the independent variable is < 10 and the tolerance value > 0.10, so it can be interpreted if there is no correlation between independent variables or there is no multicollinearity, the regression model is good.

Auto correlation test has a function to determine whether there is a correlation between observations with one another. Therefore, it can be said that a good regression model is when there is no problem of autocorrelation or

correlation between observations with one another. According to Priyatno (2016), the condition for detecting the presence or absence of autocorrelation is when the Durbin-Watson count results are located between the lower limit value of the Durbin-Watson table and the upper limit of the Durbin-Watson table, namely: dU < dW < (4-dU). Durbin-Watson results are obtained at 1,733. The lower limit value of the Durbin-Watson table is 1.7582, and the upper limit value of the Durbin-Watson table is 2.2418. This value is obtained from the Durbin-Watson table with reference to the number of respondents (N) of 100, independent variables (K) of 4, and an error rate of 5%. From the calculation results, it is obtained that the Durbin-Watson count is not between the lower limit of the Durbin-Watson table and the upper limit of the Durbin-Watson table which means that the test cannot provide convincing results or it cannot be concluded that a good alternative to overcome the autocorrelation problem is the test with the Run Test test method.

The Run Test test serves to see if the data in the study occurs randomly or not on the basis of decision making, namely the significance value < 0.05, so there is an autocorrelation problem.

Tabel 6. Hasil uji Run test

	Unstandarized Residual
Asymp. Sig. (2-tailed)	0,688

The results of the Run Test output have a significance value of > 0.05, which is 0.688 > 0.05, which means that it can be concluded that there is no autocorrelation problem in the research model. Thus, the autocorrelation problem that cannot be resolved by the Durbin-Watson method can be resolved through the Run Test so that the regression analysis can be continued.

This test is useful for knowing whether or not there is a group dissimilarity in the residuals of one observation with another. A good regression model that meets the requirements is one that does not have heteroscedasticity problems or homoscedasticity where the group of one observation with another is fixed (Ghozali, 2013). Heteroscedasticity test uses the Glejser test technique and the

Scatterplot graph. The results of Glejser test suggest that the significance value of the independent variable is > 0.05, so it can be said that there is no heteroscedasticity problem.

The results of the heteroscedasticity test calculation in table 6 produce each independent variable having a significance value above 0.05. Therefore, it can be said that it is good and there is no heteroscedasticity problem in the regression model. In addition, tests were also carried out using a scatterplot graph.
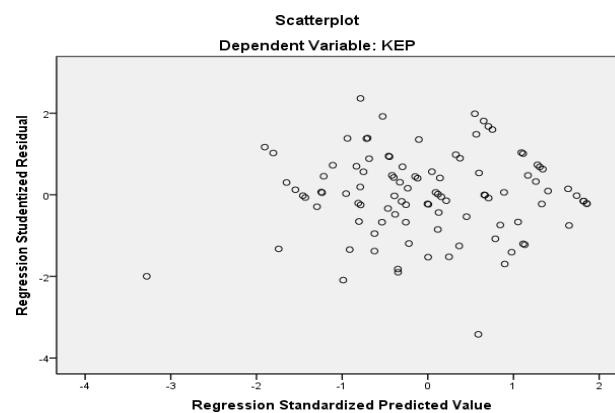

Scatterplot
Dependent Variable: KEP

Figure 2 is the output of the Scatterplot graph showing the points scattered randomly. It can be said that there is no heteroscedasticity disorder in each independent variable in the regression model.

Multiple linear regression analysis is a method to examine the relationship between the independent (X) and dependent (Y) variables which are described in the form of a model by connecting these variables partially (t) and simultaneously (f). T test is to see whether each independent variable has a partial effect on the dependent variable.

Tabel 7. Hasil uji heterokedastisitas dengan Glejser

Variabel Independen	Nilai Signifikansi
contingency interactivity	0,102
self brand connection	0,078
company attitude	0,363
word of mouth	0,177

The criteria for the t-test are to compare the value of t_{count} to t_{table}. H_0 is accepted or the independent variable has no significant effect on the dependent

variable if $t_{count} < t_{table}$ or significance value $> (\alpha = 0.05)$, while H_0 is rejected or the independent variable has a significant effect on the dependent variable if $t_{count} > t_{table}$ or significance value $< (\alpha=0.05)$. This study uses a 95% significance level ($\alpha = 0.05$) and t_{table} value of 1.988 with a calculation of df = n-k-1, namely df = (100-4-1) = 95 (Priyatno, 2016).

Tabel 8. Hasil uji T

Variabel	T_{hitung}	Sig.
contingency interactivity	1,259	0,211
self brand connection	2,560	0,012
company attitude	4,201	0,000
word of mouth	3,784	0,000

The contingency interactivity variable has a significance value of 0.211. Then compared with a significance level of 0.05, the result is that the significance of the contingency interactivity variable is more than 0.05 (0.211> 0.05). Furthermore, the value of t_{count} is 1.259 and the value of t_{table} is 1.988. Comparing the value of t_{count} of 1,259 with t_{table} of 1,988, the result is that it meets the criteria of $t_{count} < t_{table}$ (1,259<1,988). The reference for the results of the appeal is concluded if H_0 is accepted or which means that the contingency interactivity variable has no significant effect on the Islamic Boarding School trust variable.

In the second variable, namely self-brand connection, a significance value of 0.012 is obtained. Then compared with a significance level of 0.05, the result is that the significance value of the self-brand connection variable is less than 0.05 (0.012 <0.05). Furthermore, the value of t_{count} is 2,560 and the value of t_{table} is 1,988. Comparing the value of t_{count} that is 2,560 with t_{table} of 1,988, the result is that it meets the criteria of $t_{count} > t_{table}$ (2,560 > 1,988). The results of the comparison can be concluded if H_0 is rejected or the self-brand connection variable has a significant effect on the Islamic Boarding School trust variable.

Company attitude on the third variable obtained a significance value of 0.000. Then compared with a significance level of 0.05, the result is that the significance of the company attitude variable is less than 0.05 (0.000 <0.05). Furthermore, the value of t_{count} is 4.201 and the value of t_{table} is 1.988. Comparing

the value of t_{count} that is 4.201 with t_{table} of 1.988, the result shows that it meets the criteria of $t_{count} > t_{table}$ (4,201 > 1,988). From this comparison, it can be concluded that if H_0 is rejected or the company attitude variable has a significant effect on the Islamic Boarding School trust variable.

Furthermore, the word-of-mouth variable in the fourth variable obtained a significance value of 0.000. Then compared with a significance level of 0.05, the result is that the significance of the company attitude variable is less than 0.05 (0.000 <0.05). Furthermore, t_{count} is 3.784 and the value of t_{table} is 1.988. Comparing the value of t_{count} that is 4.201 with t_{table} of 1.988, the result is that it meets the criteria of $t_{count} > t_{table}$ (3.784 > 1.988). In this comparison, it can be concluded that if H_0 is rejected, it means that the word-of-mouth variable has a significant effect on the Islamic Boarding School trust variable.

This test is carried out to see the influence of all independent variables on the dependent variable (Nursiyono, 2016). The decision criterion of the f test is to compare the value of f_{count} with f_{table}. The decision-making criteria used are H_0 rejected, namely all independent variables (contingency interactivity, self-brand connection, company attitude, and word of mouth) have a joint effect on the dependent variable (Islamic boarding school trust) if $f_{count} > f_{table}$, or significance $< (\alpha = 0.05)$ and H_0 is accepted, that is, all independent variables (contingency interactivity, self-brand connection, company attitude, and word of mouth) have no effect simultaneously on the dependent variable (trust in Islamic boarding schools) if $f_{count} < f_{table}$, or significance $> (\alpha=0.05)$. The current research reference uses a 95% significance ($\alpha = 0.05$) and a f_{table} value of 2.473 with the calculation of df1 = independent variable (k) which is 4 and df2 = n – k - 1, namely (100-4-1) = 95 (Priyatno, 2016).

Simultaneous significance calculation at the 95% level ($\alpha=0.05$), the sig f value is 0.000. Comparing the significance level of 0.05, the result is that the significance value of the independent variables (contingency interactivity, self-brand connection, company attitude, and word of mouth) < 0.05 (0.000 <0.05). Furthermore, comparing the value of f_{count} with f_{table} where the results of the

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calculation of the simultaneous significance test get f_{count} value of 63,908 and the value of f_{table} of 2.473. The result is that it meets the criteria $f_{count} > f_{table}$ (63.908> 2.473). Based on the comparison results, conclusions are drawn if H_0 is rejected or all independent variables (contingency interactivity, self-brand connection, company attitude, and word of mouth) have a joint effect on the dependent variable (trust in Islamic boarding schools).

Tabel 9. Ringkasan hasil pengujian regresi linier berganda

Variabel	t_{hitung}	Koefisien regresi (B)
contingency interactivity	1,259	0,080
self brand connection	2,560	0,142
company attitude	4,201	0,288
word of mouth	3,784	0,259
Konstanta		-1,420
f_{hitung}		63,908
R		0,854
R Square		0,729

Table 9 shows that the R Square value of 0.854 or 85.4% means that the influence of the independent variables in this research model (contingency interactivity, self-brand connection, company attitude, and word of mouth) on the dependent variable (trust in Islamic boarding schools) has a value by 85.4% while the remaining value of 14.6% is influenced by other factors outside the regression model which are not discussed in this study.

Referring to the results of the multiple linear analysis regression equation, the following equation is obtained:

$Y' = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + ... + b_nX_n$ (2) $Y' = -1,420 + 0,080$ CON $+ 0,142$ SBC $+ 0,288$COM$+0,259$WOM (3)

From the above equation, it can be explained as follows:

a. The constant value (a=-1.420) can be interpreted if all independent variables (X) do not increase or are 0, so the scale of customer confidence in the Shopee brand has a value of -1.420. The regression coefficient for the self-brand connection (SBC) variable is 0.142, which is positive,

meaning that the-self brand connection (SBC) variable has a positive effect on the trust of Islamic boarding schools. The higher the self-brand connection value, the more customer confidence in the Shopee brand.

b. The regression coefficient for the company attitude (COM) variable is 0.288, which is positive, meaning that the company attitude (COM) variable has a positive effect on the trust of Islamic boarding schools. The higher the company attitude value, the more customer confidence in the Shopee brand.

c. The regression coefficient of the word-of-mouth (WOM) variable is 0.259, which is positive, meaning that the word-of-mouth (WOM) variable has a positive effect on the trust of Islamic boarding schools. The higher the word-of-mouth value, the more customer trust in the Shopee brand.

d. Meanwhile, the contingency interactivity (CON) variable does not have any influence on Islamic boarding school trust. The contingency interactivity (CON) variable has an influence on Islamic boarding school trust but only slightly.

Based on the results of the partial test (t test), the results obtained on the contingency interactivity variable of consumer activities in interacting such as reposting, giving comments, shares, and likes on Facebook and Instagram tend not to have a significant effect on the trust of Islamic Boarding Schools. The self-brand connection variable, namely the personal connection between the customer and the Islamic Boarding School, has a significant influence on the trust of the Islamic Boarding School. In the company attitude variable, namely the good attitude of an institution such as the ability of an institution to show that they are in a stable financial condition and able to compete with competitors, tend to have a significant influence on the trust of Islamic boarding schools. In the word-of-mouth variable, namely word-of-mouth communication carried out by customers to other customers such as recommending or sharing positive

experiences, they tend to have a significant influence on the trust of Islamic Boarding Schools.

It can be concluded that there are three variables that partially (individually) influence the trust of Islamic Boarding Schools, and one variable that has no partial (individual) effect on the trust of Islamic Boarding Schools.

The independent variable (X) of contingency interactivity has no partial (individual) effect on the dependent variable (Y) of Islamic boarding school trust, but it does not mean that the contingency interactivity variable has no effect on Islamic boarding school trust., this variable has a positive influence but only slightly. The independent variable (X) of self-brand connection has a partial (individual) influence on the dependent variable (Y) of Islamic boarding school trust, and the independent variable (X) of company attitude has a partial (individual) influence on the dependent variable (Y) of Islamic Boarding School trust. The independent variable (X) of word-of-mouth has a partial (individual) influence on the dependent variable (Y) of Islamic Boarding School trust, and on the results of simultaneous testing (f test), there is a simultaneous influence between the independent variables (X) of namely contingency interactivity, self-brand connection, company attitude, and word of mouth on the dependent variable (Y) of the trust of Islamic boarding schools. If sorted, the independent variable that has the most significant effect on the trust of Islamic boarding schools is the company attitude variable with a t-test value of 4.201 then followed by word of mouth with a t-test value of 3.784, and then self brand connection with a t-test value of 2.560.

Suggestions for Islamic boarding schools to review the content on Facebook and Instagram so that they can arouse customer interest in interacting more interactively and maintain variables that are considered to have had a significant influence on Islamic boarding school trust, namely self-brand connection variables, company attitude, and word of mouth.

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