

The Critical Roles of Educational, Esthetic, and Authenticity Factors as Determinants of Revisit Intention Through Tourist Satisfaction Bandung Geological Museum

Az Zahra Saskya¹, Yadi Ernawadi²

^{1,2}Jenderal Achmad Yani University, Indonesia

Email: azzahra_22p189@mn.unjani.ac.id¹, yadi.ernawadi@lecture.unjani.ac.id²

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Abstract

Through visitor satisfaction, this study seeks to determine how educational, esthetic, tour guide, and authenticity elements affect visitors' intentions to return to the Bandung Geological Museum. In order to explain how educational tourism experiences affect tourist satisfaction and, consequently, encourage the intention to return, this study is grounded in expectation confirmation theory. 121 visitors to the Bandung Geological Museum participated in this study, which used a quantitative survey method. A questionnaire was used to gather the data, and partial least squares structural equation modeling was used for analysis. The findings show that the effects of educational, esthetic, and authenticity elements on the intention to return are mediated by visitor satisfaction. These results should help the Bandung Geological Museum's administration prioritize improving authenticity, esthetic appeal, and educational value in order to increase visitor satisfaction, which in turn affects the intention to return. The results of this study show that revisit intention in the context of educational tourism cannot yet be fully explained by the research model. In order to obtain a more thorough understanding of the factors influencing revisit intention, future researchers may expand the research model by adding additional pertinent variables consistent with the features of educational tourism and testing the model's consistency across various destination contexts.

INTRODUCTION

A hectic daily routine tends to lead to a sense of boredom, prompting people to seek forms of recreation that are not merely entertaining but also provide added value through educational elements and enjoyable learning experiences. The fatigue resulting from daily routines often drives individuals to engage in tourism as a means of recovery and relaxation (Chen et al., 2020). Tourism is a geographical phenomenon (Ernawadi 2025), encompassing nature, history, education, and religious tourism (Raihan & Ernawadi, 2025). For tourists who enjoy intellectual activities, visiting destinations such as museums is an enjoyable experience. Educational tourism is gaining popularity among the public through destinations like Taman Mini Indonesia Indah, Saung Angklung Udjo, and educational zoos. In Indonesia, museums come in various types, such as history museums, cultural museums, and science museums, which serve as educational resources for the public and students according to their respective fields of study. One museum focused on educational tourism is the Geological Museum, located in the city of Bandung (Maesari et al., 2020). Established in 1928, it features a comprehensive geological collection—including fossils, minerals, rocks, and replicas of prehistoric creatures—as well as information on the Earth's formation (Bandung Geological Museum 2025). According to , based on a statement from the head of the Geological Museum, the number of student visits from January to June 2025 decreased from 204,174 to 134,494 compared to the same period the previous year. This decline in the number of visits

indicates a decrease in tourists' intention to revisit the Bandung Geological Museum. Thus, the purpose of this study was to investigate the variables affecting the intention to return.

Expectation Confirmation Theory (ECT) is suggested as the theoretical framework to support the goals of this investigation. ECT was first used in the realm of social psychology by Richard L. Oliver in 1980 to describe how assessing initial expectations against perceived actual performance leads to the formation of individual satisfaction. An expectation is a person's degree of trust in a projected result that is based on past experiences. A person's evaluation of a product or service's actual performance in relation to their initial expectations is known as perceived performance, and it is used to gauge their degree of satisfaction. The process of comparing perceived actual performance to initial expectations is known as confirmation. ECT occurs when an individual evaluates their actual experience by comparing it to the initial expectations formed before receiving a service. Bhattacharjee (2001) observed that satisfaction is influenced by confirmation, which in turn propels the development of behavioral intentions to return to the service and suggest it to others. ECT is also used across various academic disciplines, including in the field of educational technology by Hossain et al. (2021), Guo & Zaini (2024) in the field of education, Lee et al. (2020), and AlSokkar et al. (2024) in the field of information systems. The growing use of ECT suggests that this theory can effectively describe how behavioral goals and satisfaction are formed in a variety of academic fields. ECT serves as a foundational theory in the field of marketing by Juliana et al. (2021) at Tuku Coffee Shop, Khotimah & Hidayat. (2022) in the field of digital marketing; Liao et al. (2022) in the field of brand management; Azizah et al. (2025) in the field of green marketing. Furthermore, ECT has been used in the marketing of tourist destinations by Istiqomah (2025) for the Sonobudoyo Museum tourism destination in Yogyakarta, Sipangkar & Ernawadi (2025) on the Sarae Hills tourism destination in West Bandung Regency, Komala & Ernawadi (2025) on man-made tourism destinations, and Apriliansyah & Ernawadi (2024) about the Bandung Geological Museum as a location for educational travel.

A conceptual model based on Apriliansyah & Ernawadi (2024) is developed in this work. Previous research has shown that esthetic appeal, tour guides, and escapism have a direct effect on revisit intention, while educational value has an indirect effect via visitor satisfaction. However, that model does not fully align with the characteristics of the Geological Museum as an educational tourism destination. Therefore, these findings confirm that individual satisfaction increases when perceived performance meets or exceeds expectations. As an extension of the conceptual model from the previous study, this research replaces the "escapism" variable with "authenticity," which is more relevant to the educational tourism characteristics of the Geological Museum. According to MacCannell (1973), authenticity refers to the genuineness of the tourism experience, which visitors perceive as a true representation of the culture or objects on display. In this study, this positive confirmation is explained through visitor satisfaction as a form of deep and meaningful satisfaction experienced by tourists during their visit. An individual's perceived performance serves as a factor capable of shaping visitor satisfaction, as experiences that meet or exceed expectations can generate deep satisfaction. However, to date, no study has directly examined the influence of educational, esthetic, tour guide, and authenticity- s on visitor satisfaction in the context of educational tourism at the Geological Museum. Therefore, it is hypothesized that educational, esthetic, tour guide, and authenticity- s have a positive partial effect on visitor satisfaction at the Geological Museum. This explanation forms the basis for establishing the following hypotheses:

H₁ : Educational factors have a positive effect on visitor satisfaction

H₂ : Esthetic factors have a positive effect on visitor satisfaction

H₃ : Tour guides have a positive effect on visitor satisfaction

H₄ : Authenticity has a positive effect on visitor satisfaction

According to ECT, pleasure develops as an emotive reaction following an individual's evaluation of the degree to which expectations and perceived performance correspond. Bhattacharjee (2001) states that the fulfillment of expectations results in satisfaction, which drives the intention to repeat the behavior in the future. The favorable influence on the intention to repeat the conduct increases with the perceived level of confirmation. This postulate was empirically deduced as the variable "visitor satisfaction." Research by Havifa (2024) indicates that visitor satisfaction has a positive effect on revisit intention. In this study, visitor satisfaction is a strong and relevant factor in the formation of revisit intention, serving as an affective response that arises when visitors assess their tourism experience as meeting or exceeding their expectations. Higher levels of satisfaction will promote the development of revisit intention when the encounter is deemed favorable and fulfills expectations. The following theories are put out in light of the discussion above:

H₅ : Visitor satisfaction has a positive effect , on revisit intention.

According to ECT, a person's assessment of how well expectations and perceived performance line up determines their level of satisfaction. Future behavioral intentions are positively impacted when perceived performance meets or surpasses expectations since this enhances the level of confirmation. Referring to the combination of postulates deduced during the stage of examining relationships among research variables by Apriliansyah & Ernawadi (2024), it has been demonstrated that tourist satisfaction mediates the effects of tour guide, educational, and esthetic elements on the intention to return. However, no study has yet tested the hypothesized influence of authenticity on revisit intention mediated by visitor satisfaction. Based on the ECT postulate, which asserts that perceived performance fulfills expectations, leading to confirmation reflected in individual satisfaction and subsequently driving the formation of behavioral intention, it can be hypothesized that visitor satisfaction mediates the effects of educational, esthetic, tour guide, and authenticity factors on the revisit intention of visitors to the Geological Museum.

H₆ : Educational content has a positive effect on revisit intention through visitor satisfaction.

H₇ : Esthetics have a positive effect on revisit intention through visitor satisfaction.

H₈ : Tour guides have a positive effect on revisit intention through visitor satisfaction.

H₉ : Authenticity has a positive effect on revisit intention through visitor satisfaction.

The following conceptual model is put out based on the consideration of how visitor pleasure mediates the impacts of educational, esthetic, tour guide, and authenticity aspects on revisit intention:

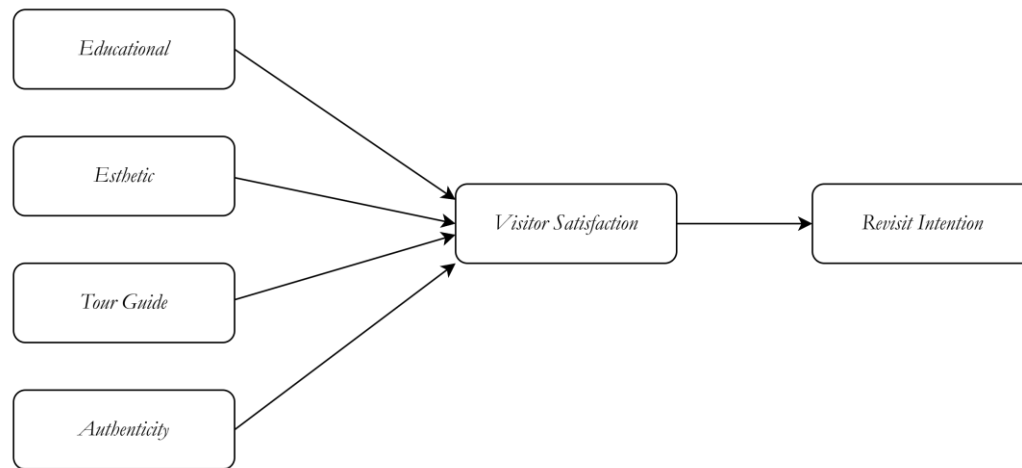


Figure 1. Conceptual Model of the Study

METHOD

This study uses a survey method, which is a quantitative strategy that gathers data from a sample through a questionnaire in order to test research hypotheses and causal correlations. Semantic and outer-model testing revealed the validity and reliability of the questionnaire employed in this investigation. Tourists who have visited the Bandung Geological Museum at least once in the previous year, who are at least 17 years old, and who live in or outside of the Greater Bandung area make up the study's demographic. Purposive sampling, a non-probability sampling method, was used to choose respondents, and information was gathered via an online survey. In order to gauge respondents' opinions of the factors being examined, this study used a cross-sectional design, in which data were gathered all at once. The dataset comprised 121 respondents, with women constituting the majority (69.4%), aged 17–25 (80.2%), residing in the Greater Bandung area (70.2%), enrolled as college students (65.3%), and having a monthly income of less than Rp. 1,500,000 (47.9%), as presented in Table 1 in the appendix.

Using SmartPLS software, version 3.0, partial least squares structural equation modeling (PLS-SEM) was used to evaluate the study data. PLS-SEM is a variance-based analytical method used to predict the research model and assess causal links among latent variables, according to Hair et al. (2019). To verify the validity and reliability of the research constructs, the measuring model (outer model) was assessed using tests of convergent validity, discriminant validity, and composite reliability. According to Table 2 in the appendix, the evaluation results demonstrated that all indicators satisfied the requirements for convergent validity with factor loadings ≥ 0.7 and composite reliability values ≥ 0.7 . To make sure that each construct measured an idea different from the others, discriminant validity was then evaluated using the Fornell-Larcker criterion. If the root-square value of the average variance extracted (AVE) for each construct is higher than the correlation coefficient between that construct and the other constructs, discriminant validity is deemed satisfied, according to Hair et al. (2019). All constructs satisfied these requirements based on the test results, as indicated in Table 3 in the appendix. The structural model (inner model) was then assessed using AVE and AVE root-square tests. As shown in Table 4 of the appendix, every construct in this study satisfied the requirements for convergent validity and discriminant validity. Additionally, f-square, goodness-of-fit, and hypothesis testing were used to assess the structural model (inner model).

RESULTS AND DISCUSSION

In the first step of the analysis, the research model's suitability was assessed using the Goodness of Fit (GoF) to determine the overall degree of model fit according to Wetzels' (2009) criteria; a GoF value of 0.10 denotes a poor fit, 0.25 a moderate fit, and 0.36 a good fit. Table 5 displays the GoF test results.

Table 5. Goodness of Fit

Variable	AVE	R-squared
Educational	.639	
Aesthetic	.709	
Tour Guide	.713	
Authenticity	.775	
Visitor Satisfaction	.686	.485
Intention to Return	.646	.739
Average	.695	.612

Source: SEM-PLS Version 3.0 Output (Primary Data, 2026)

GOF Value = $\sqrt{\text{Average AVE} \times \text{Average R-squared}}$

GOF Value = $\sqrt{0.695 \times 0.612}$

GOF Value = 0.652

According to the above table, the computation's Goodness of Fit (GoF) value is 0.652, which means that the study's combined performance of the inner and outer models falls into the high GoF category. Thus, SmartPLS version 3.0 can be used for hypothesis testing. The f^2 value is then used in the effect size analysis stage to ascertain how much each independent variable influences the dependent variable. The f^2 value is classified as no influence if it is less than 0.02, small effect if it is between 0.02 and 0.15, moderate effect if it is between 0.15 and 0.35, and large effect if it is greater than 0.35, according to Hardisman's (2021).

Table 6. F-Square

Variable	EDU	EST	TG	AU	VS	RI
Educational (EDU)					.082	
Esthetics (EST)					.098	
Tour Guide (TG)					.004	
Authenticity (AU)					.160	
Visitor Satisfaction (VS)						.941
Revisit Intention (RI)						

Source: SEM-PLS Version 3.0 Output (Primary Data, 2026)

The effect of educational factors on visitor satisfaction has a f^2 value of 0.082 and the effect of esthetic factors on visitor satisfaction has a f^2 value of 0.098, according to the effect size calculations (f^2) in Table 6. Although both variables are classified as having small effects, the results of the hypothesis testing show that both relationships have empirical support. This indicates that educational and esthetic factors still contribute to increasing visitor satisfaction at the Bandung Geological Museum. Furthermore, with a f^2 value of 0.160, the impact of authenticity on visitor satisfaction is classified as a moderate effect. Meanwhile, with a f^2 value of 0.941, the relationship between visitor satisfaction and intention to return is classified as having a large effect. These findings demonstrate that visitor satisfaction influences revisit intention

among visitors to the Bandung Geological Museum. Conversely, the effect of tour guides on visitor satisfaction has an F -value of only 0.004 and is therefore insignificant; this result aligns with the hypothesis testing, which shows that this relationship is not empirically supported, meaning that tour guides do not yet contribute to visitor satisfaction. The analysis of the hypothesis test results is presented in Table 7.

Table 7. Hypothesis Test Results

Hypothesis	Hypothesis Description	Path Coefficient	T-Statistic	P Value	Description
H1	EDU → VS	0.263	2.708	0.003	Supported
H2	EST → VS	0.265	2.096	0.018	Supported
H3	TG → VS	0.061	0.468	0.320	Not Supported
H4	AU → VS	0.362	3.882	0.000	Supported
H5	VS → RI	0.696	8,707	0.000	Supported
H6	EDU → VS → RI	0.183	2,820	0.002	Supported
H7	EST → VS → RI	0.184	1.925	0.027	Supported
H8	TG → VS → RI	0.042	0.466	0.321	Not Supported
H9	AU → VS → RI	0.252	3.543	0.000	Supported

Source: SEM-PLS Version 3.0 Output (Primary Data, 2026)

Seven of the nine hypotheses were supported by empirical data based on t-statistic values and p-values <0.05, according to Table 7's results of the hypothesis testing. The study's findings show that while tour guides have no effect on visitor satisfaction, educational, esthetic, and authenticity characteristics have a positive and significant impact. Additionally, the intention to return is positively impacted by visitor satisfaction. The findings of the mediation analysis show that while visitor satisfaction does not mediate the impact of tour guides on revisit intention, it does mediate the effects of educational, esthetic, and authenticity variables.

With a path coefficient of 0.183, the hypothesis testing results demonstrate that visitor satisfaction mediates the impact of educational parameters on revisit intention. These findings indicate that the acquisition of new knowledge following a visit, the curiosity stimulated by the visit experience, and the enhanced understanding of Earth's history gained through the visit to the Bandung Geological Museum are capable of increasing visitor satisfaction. This is demonstrated by feelings of joy after the visit, the perception that the visit exceeded expectations, and a sense of fulfillment derived from the experience gained during the visit to the Bandung Geological Museum. This level of satisfaction is further reflected in the desire to revisit, the hope to return in the future, and the choice of the Bandung Geological Museum as the top destination to revisit if the opportunity arises.

Additional results show that, with a path coefficient of 0.184, visitor satisfaction mediates the effect of esthetics on revisit intention. These findings reveal that The harmony of lighting and spatial design, the neatness of the layout, and the cleanliness of the environment at the Bandung Geological Museum foster visitor satisfaction. This is characterized by a sense of joy after the visit, a perception that the visit exceeded expectations, and a sense of fulfillment derived from the experience gained during the visit to the Bandung Geological Museum. This satisfaction fosters a desire to revisit, a hope to return in the future, and makes the Geological Museum the top choice for a return visit should the opportunity arise.

Furthermore, additionally, this study demonstrates that, with a path coefficient of 0.252,

visitor satisfaction mediates the influence of authenticity on revisit intention. This discovery suggests that the items (museum collections) on show at the Geological Museum are legitimate, the alignment of the presented information with historical and scientific facts, and the presentation of the collections in accordance with the actual geological historical context play a role in enhancing visitor satisfaction. The happiness that follows the visit helps to explain this, the perception that the visit exceeded expectations, and the feeling of fulfillment derived from the experience gained during the visit to the Bandung Geological Museum. This level of satisfaction is reflected in the desire to revisit, the hope to return in the future, and the choice of the Geological Museum as the top destination to revisit whenever the opportunity arises. This finding aligns with the ECT proposed by Oliver (1980), it clarifies that when the actual experience (perceived performance) equals or even surpasses initial expectations, contentment is established through an evaluation process. Visitors are more likely to return to the Bandung Geological Museum as a result of this alignment, which produces confirmation and an evaluative reaction in the form of satisfaction.

Furthermore, the research results show that visitor satisfaction is not empirically supported. Visitor satisfaction did not moderate the relationship between the tour guide and revisit intention, despite the fact that it was proven to positively affect it. These findings indicate that tour guides—as reflected in the clarity of information conveyed to visitors, the breadth of their knowledge in explaining the museum's collections, and their ability to communicate with visitors—have not yet been able to evoke feelings of joy after the visit, a sense that the visit exceeded expectations, or a sense of fulfillment derived from the experience gained during the visit to the Bandung Geological Museum. Consequently, this visitor satisfaction—which has not yet been optimally established—has not been able to encourage visitors' desire to revisit, their hope to revisit the Bandung Geological Museum in the future, or to make the Bandung Geological Museum their top choice for a return visit when the opportunity arises. From the perspective of ECT, these results show that tour guides' experiences have not yet been able to deliver a perceived performance that either meets or surpasses guests' expectations; thus, the confirmation is not strong enough to achieve visitor satisfaction as a mechanism that drives revisit intention. The conclusions of Apriliansyah and Ernawadi (2024), who claimed that tourist satisfaction mediates the influence of tour guides on revisit intention, are not supported by the study's results based on this logical inference.

The study's findings indicate that, with a path coefficient of 0.362, authenticity has the greatest impact on visitor pleasure. Additionally, with path coefficients of 0.265 and 0.263, respectively, esthetic and educational factors show favorable effects on visitor satisfaction. These findings indicate that visitors' perceptions of the authenticity of the collection and information—supported by esthetic experiences and educational value gained during their visit—are key factors in driving visitor satisfaction at the Bandung Geological Museum. Therefore, the management of the Bandung Geological Museum is advised to continue maintaining the authenticity of the collection and the quality of information presentation, while also enhancing the educational and esthetic experiences of the exhibition spaces. It is anticipated that these initiatives will boost visitor satisfaction and motivate them to return to the museum.

CONCLUSION

The results of this study show that the impacts of educational, esthetic, and authenticity elements on the intention to return are mediated by visitor satisfaction. The conceptual model

created by Apriliansyah & Ernawadi (2024) was modified to better fit the features of the Bandung Geological Museum as an educational tourism destination by substituting the variable "authenticity" for "escapism," which sets this study apart from earlier research. By combining the variables of educational value, esthetic appeal, tour guide, and authenticity into a single research model to explain revisit intention through visitor satisfaction, this study makes an empirical addition to the growth of the literature on museum visitor behavior. The study's application of the Expectation Confirmation Theory (ECT) offers a theoretical basis for understanding how visitors' real experiences at the Bandung Geological Museum are assessed according to how well they match their original expectations. This alignment produces confirmation, which influences visitor pleasure and encourages the intention to return. In order to get empirical data about the consistency of relationships across variables, future researchers are invited to evaluate the model's validity across a variety of tourism destination characteristics. In order to provide a more thorough explanation of how revisit intention is created, the study model can also be modified by include additional pertinent components.

The purpose of this study is to help the Bandung Geological Museum's administration find elements that may encourage tourists to come back. The findings demonstrate that educational value, esthetic appeal, and authenticity all have a favorable impact on visitor satisfaction. Additionally, the intention to return is positively impacted by visitor pleasure, which also acts as a mediator between educational value, esthetic appeal, and authenticity. Therefore, the management of the Bandung Geological Museum needs to prioritize the development of educational experiences, maintain the authenticity of the collection and the presentation of information, and improve the esthetic quality of the exhibition spaces to create sustainable visitor satisfaction and encourage increased revisit intention. **First**, the management of the Bandung Geological Museum can design marketing programs based on educational experiences to enhance the quality of visitors' learning experiences. The educational dimension is reflected in the acquisition of new knowledge following a visit, the stimulation of curiosity after the visit, and an increased understanding of Earth's history. These programs can be implemented through thematic educational tours, interactive geology classes, rock and fossil identification workshops, and the use of interactive digital media that present collection information in a more engaging and easily understandable manner. These programs are designed for visitors seeking a deeper learning experience in earth sciences through interactive and informative activities. With these programs in place, a visit to the Bandung Geological Museum not only expands knowledge of the geological collections but also provides a more meaningful learning experience, broadens perspectives, and creates an enjoyable “ ” experience, thereby increasing visitor satisfaction. **Second**, the management of the Bandung Geological Museum can design marketing programs based on esthetic experiences to improve the quality of the visitor experience. The esthetic dimension is reflected in the harmony of lighting and spatial layout, the neatness of the exhibition spaces, and the cleanliness of the Bandung Geological Museum's environment. Programs that can be developed include a “geological photo experience”—an educational photo area where visitors can stand inside a virtual volcanic crater or take photos with dinosaurs using AR—which can enhance esthetics while also serving as a promotional tool, as visitors will share these photos on social media; a “living geological exhibition”—an interactive exhibition space that not only displays geological collections but also combines natural sounds, audio narrations detailing the history of the collections, and other multisensory elements to create a more memorable visit and enhance the quality of the visitor experience. **Third**, the management of the Bandung Geological Museum can design marketing

programs that emphasize authenticity. The dimension of authenticity is reflected in the genuineness of the artifacts (museum collections) on display, the accuracy of the information presented in line with historical and scientific facts, and the presentation of the collections in accordance with their actual geological historical context. Recommended programs could include engaging storytelling about the stories behind the collections, tours led by curators or museum educators, and programs that introduce the processes of conservation, maintenance, and documentation of the collections so that visitors understand the importance of preserving the authenticity of the museum's collections. Additionally, digital technology can be used to provide information about the collections, making it easier for visitors to access details regarding the origins, history, and scientific value of the exhibits. These programs aim to reinforce visitors' perception of the collections' authenticity and historical value, thereby creating a more meaningful visit, increasing visitor satisfaction, and encouraging the intention to revisit.

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APPENDIX

Table 1. Respondent Profile

DESCRIPTION	NUMBER	
	PERSONS	PERCENTAGE
Gender		
Male	37	30.6%
Female	84	69.4%
Age		
17–25 years	97	80.2%
25–35 years	18	14.9%
> 35 years old	6	5.0%

Residence		
Greater Bandung	85	70.2%
Outside the Greater Bandung Area	36	29.8%
Employment		
Students	24	19.8%
College Student	79	65.3%
Employees	10	8.3%
Civil Servants	1	0.8%
Other	3	2.5%
Teachers	3	2.5%
Content Creator	1	0.8%
Monthly Income		
< Rp. 1,500,000	58	47.9%
Rp 1,500,000	36	29.8%
Rp 3,000,000	14	11.6%
>Rp 3,000,000	12	9.9%

Source: Google Forms Output (Primary Data, 2026)

Table 2 Factor Loadings and Composite Reliability Values

Statement	Factor Loadings	Composite Reliability
Educational (EDU)		
My knowledge has increased by visiting the Geological Museum	.836	.842
My curiosity was piqued by visiting the Geological Museum	.781	
My understanding of Earth history improved after visiting the Geological Museum	.781	
Esthetics (EST)		
The lighting is in harmony with the layout of the Geological Museum	.835	.880
The layout of the Geological Museum is neatly designed	.849	
The Geological Museum’s environment is well maintained	.842	
Tour Guide (TG)		
The tour guide at the Geological Museum explains the information clearly	.851	.882
The Geological Museum tour guide is very knowledgeable	.834	
The tour guide at the Geological Museum has good communication skills	.848	
Authenticity (AU)		
I believe the collections on display at the Geological Museum are authentic	.872	.912
I believe the information presented at the Geological Museum is consistent with historical facts	.890	
I believe the presentation of the Geological Museum’s collection	.879	

aligns with the actual context of geological history.

Visitor Satisfaction

I felt happy after visiting the Geological Museum	.854	
I felt that my visit exceeded my expectations	.836	
I feel that the experience I gained from visiting the Geological Museum has left me feeling fulfilled	.793	.867

Intention to Revisit

I'd like to visit the Geological Museum	.801	
I hope to visit the Geological Museum again in the future	.784	
I would choose to visit the Geological Museum again if the opportunity arises	.826	.846

Source: SEM-PLS Version 3.0 Output (Primary Data, 2026)

Table 3. Fornell-Larcker criterion

Symbol Size	(EDU)	(EST)	(TG)	(AU)	(VS)	(RI)
Educational	.800					
Esthetic	.721	.842				
Tour Guide	.798	.731	.844			
Authenticity	.732	.744	.776	.880		
Visitor Satisfaction	.767	.768	.744	.798	.828	
Revisit Intention	.641	.754	.647	.685	.696	.804

Source: SEM-PLS Version 3.0 Output (Primary Data, 2026)

Table 4 AVE Values and AVE Square Roots

Variable	AVE	Square Root of AVE
Educational	.639	.799
Esthetic	.709	.842
Tour Guide	.713	.844
Authenticity	.775	.880
Visitor Satisfaction	.686	.828
Intention to Return	.646	.803

Source: SEM-PLS Version 3.0 Output (Primary Data, 2026)