

The Effect of Educational, Esthetic, and Escapist on Revisit Intention: The Mediating Role of Emotional Engagement Tourists at the Bandung Geological Museum

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Abstract

This study aims to analyze the influence of educational, aesthetic, escapist, tour guide performance, and scentscape on revisit intention through emotional engagement in tourists of the Bandung City Geological Museum. This study uses a quantitative approach with a survey method involving 146 respondents. Data analysis using structural equation modeling with the help of SmartPLS version 3.0. The results of the study show that educational, aesthetic, and escapist have a positive effect on revisit intention through emotional engagement. This finding is expected to help the management of the Geological Museum in prioritizing the development of programs that are able to create escapists, followed by strengthening educational and aesthetic aspects, in order to increase tourist revisit intention. Further research is suggested to develop this study using theoretical foundations and other mediating variables to explain the psychological mechanisms that link the travel experience with revisit intention.

INTRODUCTION

Excessive workload and demands of life can make a person bored and tired in daily activities (Hikmah et al., 2022). One of the efforts to relieve boredom and fatigue due to the demands of life is to travel which also functions as entertainment and mental recovery (Wulandini, 2025). Educational tourism is one of the alternative destinations that tourists can choose because it combines elements of recreation and learning (Prasetyo & Nararais, 2023). One of the educational tourist destinations in the city of Bandung is the Geological Museum which was previously known as *the Geologische Museum* and was officially established on May 16, 1929. The Geological Museum located on Jalan Diponegoro attracts a lot of tourists, especially from students (Indrianty & Rahma, 2019). The museum presents a wide range of collections, such as rocks, minerals, *vertebrate fossils*, invertebrate *fossils*, energy & natural resources, the history of life on earth, as well as geological disasters (Museum of Geology, 2022). The various collections on display encourage tourists to explore and reflect deeply. Therefore, a visit to a museum not only provides educational value, but can also provide an enjoyable experience for tourists (Ernawadi, 2025). The high public interest in the Geological Museum can be seen from the number of visits that reached 500,000 tourists in 2023 (Adi, 2024). However, internal data from the Geological Museum shows a decrease in the number of student tourist visits, from 204,174 people in the January-June 2024 period to 134,494 people in the same period in 2025 or a decrease of 34.1% (Nilawati, 2025). The decrease in the number of tourists may indicate a decrease in revisit intention to the Geological Museum. Therefore, this study is intended to analyze factors that can affect revisit intention at the Geological Museum.

To achieve the research objectives, the experience economy theory (EET) initiated by Pine & Gilmore in 1999 was used as a basis for formulating a conceptual model. EET explained that

economic value has evolved from commodities, goods, and services to a new stage, namely experience as a form of different economic offerings. This theory consists of four dimensions of experience (4E), namely entertainment, educational, escapist, and aesthetic. EET has been widely used in various disciplines, such as in psychology Pan et al. (2022), in the field of digital technology Chang et al. (2022); Du et al. (2024); Garaus et al. (2025), in compiling research hypotheses with objects that are assessed in the form of the experience of public transportation users by Gnap et al. (2024). In the discipline of marketing, EET is used by Hwang et al. (2022) and Joo et al. (2023) in the context of human and robot services, as well as by Mehrjerdi et al. (2022) within the field of urban planning. In the tourism sector, EET is also applied to various research objects, such as cultural tourism Chai et al. (2022); Jiang et al. (2024) and natural tourism Şeker & Unur, (2022) and Naparin, (2025). In addition, EET is used in research with museum objects and art galleries, such as the National Museum of Ghana by Preko et al. (2020) and *the Metaverse Art Gallery* by Wu et al. (2025), as well as educational tours of the Geological Museum of Bandung (Apriliansyah & Ernawadi, 2024).

This study developed a conceptual model proposed by Apriliansyah & Ernawadi (2024), which examines the influence of educational, aesthetic, escapist, and tour guide performance on revisit intention, either directly or indirectly through visitor satisfaction. The results of the study showed that aesthetic, escapist, and tour guide performance had a direct effect on revisit intention. In addition, visitor satisfaction has been shown to mediate the influence of educational, escapist, and tour guide performance on revisit intention, but it is unable to mediate the aesthetic influence on revisit intention. These findings indicate that the visitor satisfaction mechanism has not been able to fully explain the psychological process of tourists in responding to all dimensions of the received tourist experience. Therefore, this study developed the model by modifying visitor satisfaction into emotional engagement as an alternative mediator that represents the affective response of tourists. According to Folgado-Fernández et al. (2021), emotional engagement, it is a reflection of deeper psychological involvement that arises from the tourist's experience and interaction with the destination. This development is in line with the postulate of experience Economy Theory (EET) which states that well-designed experiences are able to evoke an individual's emotional response. This postulate Teng & Wang (2021), supports research that shows that education has a positive effect on emotional engagement with EFL (*English as a Foreign Language*) student objects at Beijing University, China. Furthermore, it shows Linh & Sinh (2025) that escapism and aesthetics have a positive effect on customer engagement in AR application users in fashion and beauty retail, Vietnam. In addition, this study proposes scentscape as an independent variable that represents the multisensory experience of tourists through olfactory stimuli. Scentscape is understood as an olfactory stimulus that comes from the destination environment and functions to shape the atmosphere, comfort, and emotional response of individuals. This supports research that shows that the olfactory experience in museum exhibitions is able to evoke emotions, strengthen memories, and increase tourist engagement. However, research on Miotto (2018), scentscape in the context of museum-based educational tourism is still very limited. On the other hand, until now there has been no research that directly tests the influence of educational, aesthetic, escapist, and tour guide performance, scentscape on emotional engagement in the context of educational tourism at the Bandung Geological Museum. Therefore, this study proposes that educational, aesthetic, escapist, tour guide performance, and scentscape are suspected to have a positive effect on emotional engagement, so the following hypotheses are formulated:

- H1: educational has a positive effect on emotional engagement.
- H2: aesthetics have a positive effect on emotional engagement.
- H3: Escapist has a positive effect on emotional engagement.
- H4: Tour Guide Performance has a positive effect on emotional engagement.
- H5: Scentscape has a positive effect on emotional engagement.

Furthermore, the relationship between emotional engagement and revisit intention is described in the stimulus-organism-response (S-O-R) theory proposed by (Mehrabian & Russell (1974). This theory explains that individual behavior is the result of environmental stimuli (*stimulus*) that are processed internally by individuals (organisms), then manifested in the form of behavioral responses (responses). In this study, the tourist experience received by visitors acts as a stimulus, emotional engagement reflects internal conditions or affective responses formed as organisms, while revisit intention represents a response in the form of an intention to revisit. This relationship supports previous empirical findings Ulandari et al. (2025), which found that emotional engagement has a positive effect on revisit intention in travelers of The Allure Ubud Villa in Ubud, Bali. Then Baldi et al. (2025), it shows that emotional engagement has a significant effect on revisit intention in tourists of the Pompeii World Heritage Site. Thus, the S-O-R theory is used as a supporting basis to explain that the stronger the emotional engagement felt by tourists, the greater their tendency to form follow-up behavior in the form of revisit intention. Based on this description, the following hypothesis is formulated:

- H6: Emotional engagement has a positive effect on revisit intention.

Based on experience economy theory (EET), well-designed experiences will evoke an individual's emotional response. Meanwhile, the stimulus-organism-response (S-O-R) theory explains that the emotional response will be processed internally by the individual before being manifested in the form of behavior. Thus, educational, aesthetic, escapist, tour guide performance, and scentscape act as a stimulus of experience received by tourists during their travels. The stimulus forms an internal condition in the form of emotional engagement as an affective response of tourists, which further encourages the formation of revisit intention. This framework is in line with Raihan & Ernawadi (2025) findings that show that aesthetics have a positive effect on revisit intention through visitor engagement of Guha Pawon tours. Emotional engagement is seen as part of visitor engagement that focuses on the emotional aspects of tourists to the experience they feel. In line with the EET postulate regarding the role of experience in shaping emotional responses, and consistent with the flow of explanation in S-O-R theory, the findings show that Apriliansyah & Ernawadi (2024) visitor satisfaction plays a role as a mediator of the influence of educational, escapist, and tour guide performance on revisit intention. However, so far, no educational, aesthetic, escapist, tour guide performance, and scentscape tests have been found that are hypothesized to affect revisit intention mediated by emotional engagement. Therefore, this relationship testing is intended to explain the psychological process of tourists in responding to tourist experiences, where the experience is able to form emotional engagement which then encourages the emergence of revisit intention. Referring to this description, the research hypothesis is formulated as follows:

- H7: Emotional engagement plays a role in mediating the influence of educational on revisit intention.

- H8: Emotional engagement plays a role in mediating the aesthetic influence on revisit intention.
- H9: Emotional engagement plays a role in mediating the escapist influence on revisit intention.
- H10: Emotional engagement plays a role in mediating the influence of tour guide performance on revisit intention.
- H11: Emotional engagement plays a role in mediating the influence of scentscape on revisit intention.

Based on the description of the influence of educational, aesthetic, escapist, tour guide performance, and scentscape on revisit intention mediated by emotional engagement, the following conceptual model can be proposed:

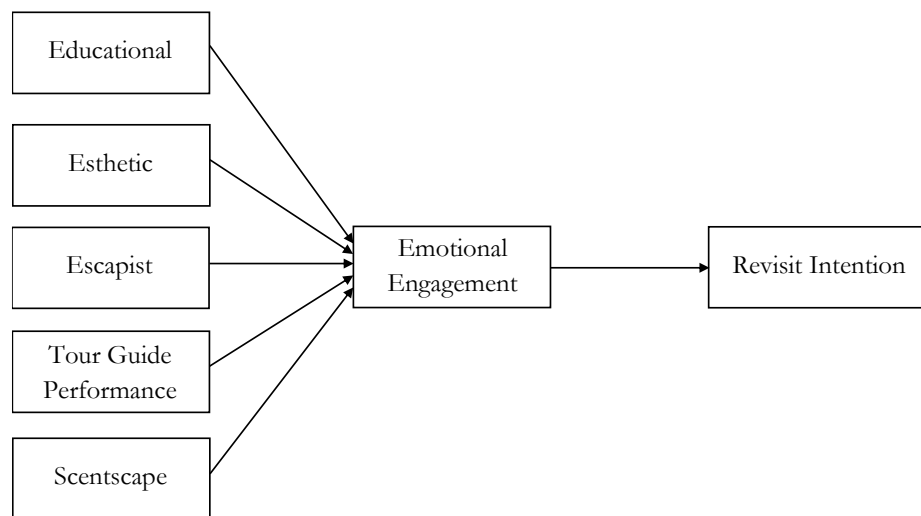


Figure 1. Research Conceptual Model

METHODS

This study uses a quantitative approach with a survey method, which is a research method that collects data from the sample through a questionnaire to explain causal relationships and test research hypotheses. The questionnaire used to collect data in this study was categorized as valid and reliable both based on semantic tests and external models. The population of this study was tourists who had visited the Bandung City Geological Museum, while the sample was tourists who were at least 17 years old and had visited the Geological Museum at least once in the past year. Respondents were selected using the purposive sampling technique, which is one of the nonprobability sampling techniques and collected through the distribution of online questionnaires. This study uses a cross-sectional design, which is data collected over a period of time to obtain respondents' perceptions of the variables studied. Based on the data collection process, 146 respondents were obtained who were dominated by women (69.2%), aged 17 – 25 years (60.3%), domiciled in the Greater Bandung area (63.7%), most of the respondents were students (38.4%) and had visited the Geological Museum once in the past year (52.1%) as presented in the appendix to table 1.

Data analysis was carried out using partial least squares structural equation modeling (PLS-SEM) with the help of SmartPLS software version 3.0. According to Hair et al. (2021), PLS-SEM

it is a variance-based analysis technique used to build and test statistical models, generally in the form of causality relationship models. Evaluation of the measurement model (outer model) is carried out through convergent validity, discriminant validity, and composite reliability testing to ensure the validity and reliability of the research construct. The results of the evaluation showed that all indicators met the convergent validity criteria with a loading factor value of ≥ 0.7 , and a composite reliability value of ≥ 0.70 as presented in the appendix to table 2. Then the discriminant validity test is evaluated using the fornell-larcker criterion to ensure that each construct is able to measure a concept that is different from the other. According to Hair et al. (2021), discriminant validity states that it is fulfilled if the square root value of the average variance extracted in each construct is greater than the correlation value between the construct and other constructs. Based on the test results, all constructs meet these criteria, as presented in the appendix to table 3. Furthermore, the evaluation of the structural model (inner model) was carried out through AVE and AVE root square testing, where all constructs in this study have met the criteria as presented in the appendix to table 4. Then the evaluation of the structural model (inner model) is also carried out through f-square testing, goodness of fit, and hypothesis testing.

RESULTS AND DISCUSSION

Before hypothesis testing, an evaluation of the feasibility of the research model was first carried out using Goodness of Fit (GoF) to assess the overall fit level of the model. Based on the criteria Wetzels et al. (2009), a GoF value of 0.10 indicates a small match, 0.25 a medium match, and 0.36 a large match. The results of the GoF test are presented in the following table:

Table 5. Goodness of Fit (GoF)

Variable	AVE	R-square
Educational (EDU)	.563	
Esthetic (EST)	.556	
Escapist (ESC)	.697	
Tour Guide Performance (TGP)	.680	
Scentscape (SC)	.690	
Emotional Engagement (EE)	.705	.287
Revisit Intention (RI)	.666	.257
Average	.651	.272

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

$$\text{GoF Value} = \sqrt{\text{Average AVE} \times \text{Average R-square}}$$

$$\text{GoF Value} = \sqrt{0.651 \times 0.272}$$

$$\text{GoF Value} = 0.421$$

Based on Table 5 above, a GoF value of 0.421 was obtained, indicating that the combined performance of the outer model and inner model in this study is included in the category of large GoF. So, hypothesis testing can be done using SmartPLS version 3.0. The next stage is to evaluate the effect size using the value of f-square to determine the magnitude of the influence of each independent variable on the dependent variable. Referring to Hardisman (2021), the value of f^2 is categorized as having no effect if < 0.02 , small effect if $0.02 - 0.15$, moderate effect if $0.15 - 0.35$, and large effect if > 0.35 . The results of the f-square test are presented in the following table:

Table 6. F-square

Variable	EDU	EST	ESC	TGP	SC	EE	RI
Educational (EDU)						.056	
Esthetic (EST)						.045	
Escapist (ESC)						.062	
Tour Guide Performance (TGP)						.000	
Scentscape (SC)						.003	
Emotional Engagement (EE)							.346
Revisit Intention (RI)							

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

The results of the f-square calculation in Table 6 show that the influence of educational, aesthetic, and escapist on emotional engagement is in the category of small effects with f-square values of 0.056, 0.045, and 0.062, respectively. This shows that these three variables contribute to increasing emotional engagement. These findings are in line with the results of hypothesis tests that show that educational, aesthetic, and escapist relationships to emotional engagement are supported by empirical data. On the other hand, the effect of tour guide performance and scentscape on emotional engagement had f-square values of 0.000 and 0.003, respectively, so it did not show the size of the effect and did not make a meaningful contribution to emotional engagement. These results are consistent with hypothesis testing that shows that the relationship between tour guide performance and scentscape to emotional engagement is not supported by empirical data. Meanwhile, emotional engagement to revisit intention had an f-square value of 0.346 which was in the medium effect category. These results show that emotional engagement is a factor that contributes significantly to explaining revisit intention. The findings are also in line with the results of a hypothesis test that shows that the relationship between emotional engagement and revisit intention is supported by empirical data.

After the research model is declared to meet the evaluation of the outer model and inner model, the next stage is hypothesis testing using the bootstrapping procedure on PLS-SEM. This test aims to find out whether the relationships between variables in the conceptual model are supported by empirical data based on path coefficient, t-statistic, and p-value values. The results of the hypothesis testing are presented in the following table:

Table 7. Hypothesis Test Results

Hypothesis	Description	Path Coefficient	T-statistic	P-value	Remarks
H1	EDU → EE	.242	2,488	.007	Supported
H2	EST → EE	.207	2,805	.003	Supported
H3	ESC → EE	.273	2,608	.005	Supported
H4	TGP → EE	.006	.071	.472	Not supported
H5	SC → EE	-.062	.598	.275	Not supported
H6	EE → RI	.507	7,841	.000	Supported
H7	EDU → EE → RI	.123	2,142	.016	Supported
H8	IS → EE → RI	.105	2,677	.004	Supported
H9	ESC → EE → RI	.138	2,279	.012	Supported
H10	TGP → EE → RI	.003	.069	.472	Not supported
H11	SC → EE → RI	-.031	.581	.281	Not supported

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

Based on the results of hypothesis testing in Table 7, as many as seven out of eleven hypotheses were supported by empirical data based on a t-statistical value of ≥ 1.96 and a p-value

of ≤ 0.05 that met the criteria for hypothesis acceptance. The test results showed that educational, aesthetic, and escapist had a positive effect on emotional engagement. On the other hand, tour guide performance and scentscape had no effect on emotional engagement. In addition, emotional engagement has been proven to have a positive effect on revisit intention. In the mediation role, emotional engagement was shown to mediate the influence of educational, aesthetic, and escapist on revisit intention, but did not mediate the influence of tour guide performance and scentscape on revisit intention.

The results of the hypothesis test showed that H7 was supported by empirical data, where emotional engagement mediated the influence of educational on revisit intention with a path coefficient of 0.123. These findings show that the learning experience gained by tourists through increased knowledge, desire to learn more about geology, and understanding of the information presented can increase emotional engagement during visits. This involvement is reflected in the enthusiasm, enthusiasm for exploring the collection, and the feeling of being at the Geological Museum, which ultimately encourages tourists to revisit, recommend the museum to others, and plan future revisits.

The test results showed that H8 was supported by empirical data, where emotional engagement mediated the aesthetic influence on revisit intention with a path coefficient of 0.105. These findings show that lighting that helps tourists see the collection clearly, the layout of the exhibition space arranged by collection category, and the cleanliness of the museum environment can increase the sense of enthusiasm, enthusiasm, and feel at home in the museum. This condition encourages tourists to return to visit, recommend the Geological Museum to others, and plan to visit again in the future.

Furthermore, the test results showed that H9 was supported by empirical data, where emotional engagement mediated the escapist influence on revisit intention with a path coefficient of 0.138. These findings show that experiences that make tourists feel like they are in the past, reduce stress levels, and dissolve in a calming atmosphere can increase enthusiasm, enthusiasm, and feel at home at the Geological Museum. This feeling then drives the desire of tourists to revisit the Geological Museum, recommend it to others, and have plans to visit again in the future.

Based on these logical inferences, the findings of this study support the experience economy theory (EET) which states that well-designed experiences are able to evoke individual emotional responses (Pine & Gilmore, 1999). It is also in line with the stimulus-organism-response (S-O-R) theory, where educational, aesthetic, and escapist act as stimulus, emotional engagement as organisms, and revisit intention as responses. In contrast to Apriliansyah & Ernawadi (2024), this study shows that emotional engagement is able to mediate aesthetic influences on revisit intention, while previous research shows that visitor satisfaction is not able to mediate the relationship.

Meanwhile, H10 is not supported by empirical data, so emotional engagement does not mediate the influence of tour guide performance on revisit intention. Although emotional engagement has been shown to have a positive effect on revisit intention, tour guide performance has no effect on emotional engagement. Thus, revisit intention is not influenced by tour guide performance through emotional engagement. These findings show that the breadth of knowledge, communication skills, and appearance of tour guides have not been able to increase emotional involvement in the form of enthusiasm, enthusiasm to explore collections, and feel at home at the Geological Museum. As a result, the emotional involvement is not formed through tour guide performance so it has not encouraged tourists to revisit, recommend the museum to others, or plan to visit again in the future. Based on this logical reasoning, these findings are not yet consistent

with the research Apriliansyah & Ernawadi (2024). In addition, it was found that H11 was also not supported by empirical data, so emotional engagement did not mediate the influence of scentscape on revisit intention. Although emotional engagement has been shown to have a positive effect on revisit intention, scentscape has no effect on emotional engagement. This shows that scents that are in harmony with the theme of the collection, scents that are reminiscent of the natural environment, and scents that support comfort while in the museum have not been able to increase emotional involvement in the form of enthusiasm, enthusiasm to explore the collection, and feel at home in the Geological Museum. As a result, the emotional involvement is not formed through the scentscape experience so it has not encouraged tourists to return to visit, recommend to others, and plan to visit again in the future. Based on these logical inferences, the results of this study are not in line with the findings Miotto (2018) and Spence (2020).

This study found that escapists had a positive effect and contributed the most to emotional engagement with a path coefficient of 0.273. Furthermore, educational has a positive effect and contributes to the second place to emotional engagement of 0.242. Followed by aesthetics, it was found to have a positive effect and contributed to the third place to emotional engagement of 0.207. Therefore, the management of the Geological Museum needs to prioritize the development of escapist experiences through the presentation of an immersive show-off atmosphere that is able to take tourists out of their daily routine. These efforts are expected to increase the emotional engagement of tourists so as to encourage revisit intention.

CONCLUSION

This study analyzes the influence of educational, aesthetic, escapist, tour guide performance, and scentscape on revisit intention through emotional engagement. The results of the study show that educational, aesthetic, and escapist have a positive influence on revisit intention through emotional engagement. This study develops a conceptual model proposed by Apriliansyah & Ernawadi, (2024) adding scentscape as an independent variable and replacing visitor satisfaction with emotional engagement as a mediating variable. The findings of this study provide an empirical contribution that emotional engagement is able to explain the relationship between the tourist experience and revisit intention, especially in the aesthetic dimension that in previous research could not be explained through visitor satisfaction. In addition, the results of the study strengthen the experience economy theory (EET) which states that well-designed travel experiences are able to evoke the emotional response of tourists. As a supporting theory, it is in line with stimulus-organism-response (S-O-R), where educational, aesthetic, and escapist act as stimulus, emotional engagement as organisms, and revisit intention as responses. Meanwhile, tour guide performance and scentscape have not been proven to affect revisit intention through emotional engagement. This research has several limitations. First, this study uses EET as the main foundation and S-O-R as the supporting theory, so that further research is recommended to use other theories to allow the development of more diverse independent variables and mediation. Second, this study only examines emotional engagement as a mediating variable, so there are still other possible psychological mechanisms that can explain the relationship between tour experience and revisit intention, especially on the influence of tour guide performance and scentscape. Third, this research was conducted in the context of educational tourism at the Bandung Geological Museum, so that the next research is suggested to test this research model on other tourist attractions to test the consistency of the relationship between variables in different contexts.

In line with the purpose of the study, which is to provide recommendations to the managers of the Geological Museum to increase revisit intention, the results of the study show that emotional engagement is an important mechanism that bridges the influence of tourist experiences on tourists' desire to return to visit. Therefore, the management of the Geological Museum needs to develop strategies on escapist, educational, and aesthetic aspects. **First**, managers can strengthen the escapist experience through a more immersive tour experience program. This can be done by optimizing the existing "Night at the Museum" program, for example by adding collection exploration activities (geo hunt). In addition, managers can develop simple Augmented Reality features on some of the main collections that make fossil skeletons seem alive when highlighted using a tourist's camera device. **Second**, managers are advised to facilitate the need for independent exploration in the educational aspect. For example, by optimizing the use of QR Codes in the museum area as an audio guide medium. When scanned, this QR Code can play a sound recording containing the history of the collection in a relaxed delivery style, so that tourists can obtain information in a more interesting and easy-to-understand way. In addition, it provides simple activity sheets or games in the form of short quizzes that can be followed during the tour of the museum. **Third**, in the aesthetic aspect, managers can increase visual appeal without the need to make a thorough reshuffle of the spatial layout. An effective strategy is to focus updates on the lighting system (spotlights) in the main exhibition area. Lighting that is set more dramatically and sharply will make the fossils and rocks stand out more. Some of these programs are expected to increase enthusiasm, enthusiasm, and feel at home while at the Geological Museum so as to encourage the desire of tourists to revisit, recommend to others, and have plans to visit again in the future.

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APPENDIX

Table 1. Respondent Profile

Description	Number	
	People	Percentage
Age		
17 – 25 years old	88	60.3%
26 – 35 years old	51	34.9%
> 35 years old	7	4.8%
Gender		
Men – men	45	30.8%
Women	101	69.2%
Domicile		
Bandung	93	63.7%
Outside Greater Bandung	53	36.3%
Jobs		
Students	15	10.3%
Students	56	38.4%
Private employees	41	28.1%
Civil Servant	10	6.8%
Others	24	16.4%
Number of visits to Geological Museums in the last 1 year		
1 time	76	52.1%
2 times	49	33.6%

3 times	10	6.8%
> 3 times	11	7.5%

Source: Google Form questionnaire results (Primary Data, 2026)

Table 2. Loading Factor and Composite Reliability Values

Statement	Loading Factor	Composite Reliability
Educational (EDU)		
Stimulus to learn more.	.797	.794
Increased knowledge.	.709	
Understanding of information.	.742	
Esthetic (EST)		
Lighting at tourist destinations.	.703	.790
Spatial planning in tourist destinations.	.774	
Environmental cleanliness in tourist destinations.	.758	
Escapist (ESC)		
The feeling is as if it is in the past.	.824	.874
Reduced stress levels.	.830	
The feeling of dissolving in a calm atmosphere.	.851	
Tour Guide Performance (TGP)		
Breadth of <i>tour guide knowledge</i> .	.821	.864
Ability to communicate <i>tour guide</i> .	.839	
<i>Tour guide appearance</i> .	.813	
Scentscape (SC)		
The smell that is smelled is in harmony with the theme displayed.	.757	.869
The smell is reminiscent of the natural environment.	.830	
The smell that is smelled supports comfort during the visit.	.899	
Emotional Engagement (EE)		
Enthusiastic while in a tourist destination.	.845	.877
Eager to explore information.	.833	
Feel at home during your visit to tourist destinations.	.840	
Revisit Intention (RI)		
The desire to visit tourist destinations again.	.839	.857
Willing to recommend tourist destinations to others.	.800	
Plan to revisit tourist destinations in the future.	.809	

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

Table 3. Fornell-Lacker Values

Variable	EDU	EST	ESC	TGP	SC	EE	RI
Educational (EDU)	.750						
Esthetic (EST)	.385	.746					
Escapist (ESC)	.458	.369	.835				
Tour Guide Performance (TGP)	.464	.412	.455	.825			
Scentscape (SC)	.347	.337	.546	.503	.831		
Emotional Engagement (EE)	.428	.383	.429	.297	.244	.839	
Revisit Intention (RI)	.313	.358	.352	.318	.209	.507	.816

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

Table 4. AVE Value and AVE Square Root

Variable	AVE	Square root of AVE
Educational (EDU)	.563	.750
Esthetic (EST)	.556	.746
Escapist (ESC)	.697	.835
Tour Guide Performance (TGP)	.680	.825
Scentscape (SC)	.690	.831
Emotional Engagement (EE)	.705	.840
Revisit Intention (RI)	.666	.816

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