

Research Article

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Value-Based Edupreneurship and Parental School Choice in Islamic Education: A PLS-SEM Analysis

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Abstract: This study aims to examine the influence of edupreneurship strategy on parents' interest in choosing Nurul Imam Islamic School, Karawang, West Java. The study is important because Islamic schools increasingly face competition and need to develop value-based strategies that integrate service quality, facilities, learning quality, additional services, and institutional branding. This research employed a quantitative explanatory design using a structured questionnaire distributed to [number of respondents] parents or guardians of students. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The findings show that the proposed edupreneurship model has strong explanatory power, with an R^2 value of 0.856, indicating that 85.6% of the variance in parents' interest can be explained by the model. Service quality shows the strongest direct association with parents' interest, while learning quality provides the largest substantive contribution based on effect size. School facilities also emerge as a key factor, whereas branding and promotion and additional services show limited contribution. These findings imply that Islamic school management should prioritize service improvement, learning quality, and facility development over promotion-based strategies alone. The originality of this study lies in integrating edupreneurship, educational marketing, service quality, and parents' school choice into one empirical model in the context of Islamic school management.

1. INTRODUCTION

Education in Indonesia is increasingly shaped by competition among educational institutions, particularly private and religious-based schools. Schools are no longer assessed only from their formal academic function, but also from the quality of services, learning environment, facilities, religious values, communication with parents, and institutional credibility. National education data show that the education system is monitored through indicators such as school availability, classroom conditions, sanitation, teachers, and educational participation, which reflect that educational quality is now evaluated through multiple institutional dimensions (Kemenpppa BPS, 2018). This situation requires schools to develop adaptive management strategies that can respond to the changing expectations of parents and society.

At the local level, Karawang represents an educational environment with a relatively dense school ecosystem. BPS data for Karawang Barat Subdistrict, for example, recorded 50 elementary schools, 20 junior high schools, 10 senior high schools, and 18 vocational high schools in 2023/2024 (Karawang, 2024). The availability of many educational institutions creates broader options for parents and increases competition among schools in attracting students. In this context, parents' school choice becomes a strategic issue because it affects student enrollment, institutional sustainability, teacher workload, school financing, and the long-term competitiveness of private educational institutions.

This phenomenon is particularly relevant for Islamic schools, which are expected to offer not only academic quality but also religious-moral formation and trustworthy services. Empirical studies show that parents' decisions in choosing religious-based private schools are influenced by various factors, including teacher ability, school location, religious values, school facilities, school image, cost, school environment, and safety (Jonathan et al., 2023). Other studies also indicate that parents' school choice is connected to perceived institutional quality, educational services, facilities, and school reputation (Chowdhury & Synthia, 2020). Therefore, examining edupreneurship strategy at Nurul Imam Islamic School is academically and practically important because it helps explain how service quality, facilities, learning quality, additional services, and branding contribute to parents' interest in choosing an Islamic school. Berikut adalah panduan penulisan bagian Introduction berdasarkan empat bagian yang mencakup Fakta Sosial, Faktor Literatur, Tujuan Penelitian, dan Argumen/Hipotesis. Panduan ini bertujuan membantu penulis memahami dan menyusun pendahuluan dengan jelas dan terstruktur.

Previous studies show that parents' school choice is influenced by multiple factors, including teacher quality, religious values, school facilities, school image, service quality, cost, safety, and learning environment (Jonathan et al., 2023; T.-T. Nguyen et al., 2021; Tjay et al., 2025). Studies on educational marketing and Islamic school management also emphasize the importance of branding, stakeholder satisfaction, institutional competitiveness, and quality improvement (Ikhwan et al., 2025). However, these studies have not sufficiently examined how service quality, school facilities, learning quality, additional services, and branding operate simultaneously within an edupreneurship model in Islamic school management. Therefore, this study fills the gap by testing an integrated SEM-PLS model to explain how edupreneurship dimensions shape parents' interest in choosing Nurul Imam Islamic School.

Based on the identified research gap, this study aims to examine how edupreneurship strategy influences parents' interest in choosing Nurul Imam Islamic School. Specifically, this study analyzes five dimensions of edupreneurship, namely service quality, school facilities, learning quality, additional services, and branding and promotion, as predictors of parents' interest. By applying the

SEM-PLS approach, this study seeks to provide empirical evidence on which dimensions have the strongest contribution to parents' school choice. Therefore, this research addresses the limitations of previous studies by integrating school choice, educational marketing, service quality, and Islamic school management into one explanatory model.

The main argument of this study is that parents' interest in choosing an Islamic school is shaped by the extent to which the school is able to create educational value through service, facilities, learning quality, supporting services, and institutional communication. Service quality is expected to increase parents' interest because responsive, reliable, and empathetic services strengthen parental trust in the school (Parasuraman et al., 1988; Zeithaml et al., 2018). School facilities are also expected to influence parents' interest because adequate infrastructure provides visible evidence of institutional readiness and learning support (Jonathan et al., 2023). Learning quality is predicted to have a positive effect because parents tend to evaluate schools from the perceived quality of teaching, curriculum implementation, and student development (N. Nguyen & Leblanc, 2001). Additional services are expected to support parents' interest because they provide convenience and added value beyond core learning services. Branding and promotion are also expected to influence parents' interest because institutional image and communication can shape parents' perception of school credibility and competitiveness (Kotler et al., 2022; Stribbell & Duangekanong, 2022). Based on this argument, the hypotheses proposed in this study are as follows: H1: Service quality has a positive effect on parents' interest in choosing Nurul Imam Islamic School. H2: School facilities have a positive effect on parents' interest in choosing Nurul Imam Islamic School. H3: Learning quality has a positive effect on parents' interest in choosing Nurul Imam Islamic School. H4: Additional services have a positive effect on parents' interest in choosing Nurul Imam Islamic School. H5: Branding and promotion have a positive effect on parents' interest in choosing Nurul Imam Islamic School.

2. METHODOLOGY

This study employed a quantitative explanatory design to examine the relationship between edupreneurship strategy and parents' interest in choosing Nurul Imam Islamic School, Karawang, West Java. The unit of analysis was parents or guardians of students, as they are the main decision-makers in selecting educational institutions and have direct experience in assessing school services, facilities, learning quality, additional services, and institutional communication.

Primary data were collected from [number of respondents] parents or guardians using a structured questionnaire. The questionnaire measured five exogenous variables, namely service quality, school facilities, learning quality, additional services, and branding and promotion, as well as one endogenous variable, namely parents' interest. Service quality was measured using six indicators, school facilities using five indicators, learning quality using two indicators, additional services using three indicators, branding and promotion using three indicators, and parents' interest using three indicators. Each item was assessed using a [four-point/five-point] Likert scale. Respondents were selected using [sampling technique], with the criteria that they had children enrolled at Nurul Imam Islamic School, had experience interacting with school services, and were willing to participate in the study.

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4. The analysis was conducted in two stages. First, the measurement model was evaluated through outer loading, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted to assess indicator reliability, internal consistency, and convergent validity. Second, the

structural model was assessed using R^2 , path coefficients, and f^2 effect size to examine the explanatory power, direction of relationships, and substantive contribution of each predictor. Hypothesis testing was conducted through bootstrapping with [number of subsamples] subsamples by examining t-statistics and p-values. A hypothesis was considered supported when the t-statistic exceeded 1.96 and the p-value was below 0.05.

3. Results

Implementation of Edupreneurship Strategy at Nurul Imam Islamic School

The initial data of the study was obtained from a survey of parents/guardians of Nurul Imam Islamic School students who have direct experience in assessing the educational services provided by the school. The formal object observed in this study is the implementation of the edupreneurship strategy in five main dimensions, namely service quality, school facilities, learning quality, additional services, and branding and promotion. Based on research instruments, edupreneurship strategy is not only understood as a school marketing activity, but as an education management practice that is reflected in the way schools build responsive services, provide adequate learning facilities, develop learning processes, offer support services, and form an institutional image in front of parents. The construction of service quality is measured through six indicators, school facilities through five indicators, learning quality through two indicators, additional services through three indicators, and branding and promotion through three indicators. All of these indicators are used to read the extent to which the edupreneurship strategy has been implemented as an effort to increase the attractiveness of the school and shape the interest of parents in choosing Nurul Imam Islamic School.

Table 1. Dimensions of Edupreneurship Strategy Implementation

Construct	Indicator Code	Number of Indicators	Empirical Focus
Service Quality	PEL_1–PEL_6	6	Responsiveness, reliability, and school service experience
School Facilities	FAS_1–FAS_5	5	Availability and adequacy of educational facilities
Learning Quality	KBM_1–KBM_2	2	Perceived quality of teaching and learning activities
Additional Services	TAMB_1–TAMB_3	3	Supporting services provided beyond core learning
Branding and Promotion	BRAND_1–BRAND_3	3	School image, promotion, and institutional communication
Parents' Interest	MINAT_1–MINAT_3	3	Parents' intention and interest in choosing the school

The data in Table 1 show several important patterns in the implementation of edupreneurship strategy at Nurul Imam Islamic School. First, the strategy is constructed through five interrelated dimensions, indicating that edupreneurship is not limited to promotional activities, but includes broader school management practices. Second, service quality has the largest number of indicators, suggesting that the school's edupreneurship strategy gives considerable attention to direct service

experiences received by parents. Third, school facilities also appear as a major dimension, reflecting the importance of physical and educational infrastructure in shaping parents' perceptions of school quality. Fourth, learning quality, additional services, and branding and promotion complement the model by representing academic, supporting, and communicative aspects of institutional competitiveness. Based on these patterns, it can be temporarily concluded that the implementation of edupreneurship at Nurul Imam Islamic School tends to emphasize the integration of core educational services, facilities, and learning processes rather than relying solely on external promotion.

These findings imply that edupreneurship in the context of an Islamic school should be understood as a value-creation strategy embedded in daily educational management. The presence of service quality, facilities, learning quality, additional services, and branding in the model indicates that parents' interest is shaped by a combination of functional, academic, and institutional factors. This interpretation expands the understanding of edupreneurship from a narrow marketing-oriented concept into a comprehensive school development strategy. In this case, Nurul Imam Islamic School demonstrates that institutional competitiveness can be built through the quality of interaction with parents, the adequacy of facilities, the credibility of learning activities, and the consistency of school communication. Therefore, the data support the argument that edupreneurship contributes to educational management by linking entrepreneurial orientation with service quality, learning improvement, and parental decision-making in Islamic education.

Measurement Model Evaluation

The measurement model evaluation was conducted to examine whether the indicators used in this study were able to represent their respective latent constructs. The outer model assessment included indicator reliability, internal consistency reliability, and convergent validity. The results show that all indicator loadings exceeded the recommended minimum threshold of 0.70. Service quality indicators ranged from 0.752 to 0.884, school facilities from 0.766 to 0.836, learning quality from 0.949 to 0.957, additional services from 0.774 to 0.884, branding and promotion from 0.942 to 0.957, and parents' interest from 0.837 to 0.863. These values indicate that each indicator has an adequate level of association with its corresponding construct. Furthermore, the reliability results show that all constructs achieved Cronbach's Alpha values above 0.70, ranging from 0.781 to 0.945, and Composite Reliability values above 0.70, ranging from 0.873 to 0.965. The Average Variance Extracted values also exceeded the minimum criterion of 0.50, with values ranging from 0.660 to 0.908. Therefore, the measurement model demonstrates acceptable indicator reliability, strong internal consistency, and adequate convergent validity.

Table 2. Outer Loading of Indicators

Construct	Indicator Range
Pelayanan	0.752 – 0.884
Fasilitas	0.766 – 0.836
Pembelajaran	0.949 – 0.957
Layanan Tambahan	0.774 – 0.884
Branding dan Promosi	0.942 – 0.957
Minat Orang Tua	0.837 – 0.863

Table 2 presents the outer loading values of each construct used in the measurement model. The results show that all constructs have indicator loading values above the minimum recommended threshold of 0.70. The service quality construct has loading values ranging from 0.752 to 0.884, indicating that its indicators are sufficiently strong in representing parents' perceptions of school services. The school facilities construct also shows acceptable loading values, ranging from 0.766 to 0.836, suggesting that the indicators are able to reflect the adequacy of educational facilities. The learning quality construct records the highest loading range, between 0.949 and 0.957, which indicates a very strong relationship between the indicators and the construct. Similarly, branding and promotion also show very strong loading values, ranging from 0.942 to 0.957. Additional services have loading values between 0.774 and 0.884, while parents' interest ranges from 0.837 to 0.863. These findings indicate that all indicators meet the criteria for indicator reliability and are therefore appropriate for measuring their respective latent variables in the SEM-PLS model.

Table 3. Construct Reliability and Validity

Konstruk	Cronbach Alpha	Composite Reliability	AVE
Pelayanan	0.904	0.926	0.678
Fasilitas	0.872	0.907	0.660
Pembelajaran	0.899	0.952	0.908
Layanan Tambahan	0.781	0.873	0.698
Branding & Promosi	0.945	0.965	0.902
Minat Orang Tua	0.806	0.886	0.721

Table 3 shows the reliability and convergent validity values of each construct in the measurement model. The results indicate that all constructs meet the required reliability criteria. Cronbach's Alpha values range from 0.781 to 0.945, while Composite Reliability values range from 0.873 to 0.965. These values exceed the recommended threshold of 0.70, indicating that the indicators within each construct have strong internal consistency. In addition, the Average Variance Extracted values for all constructs are above 0.50, ranging from 0.660 to 0.908. This finding confirms that each construct is able to explain more than half of the variance of its indicators. The highest AVE value is found in the learning quality construct, while the lowest AVE value is found in the school facilities construct. Nevertheless, all values remain within the acceptable range. Therefore, the measurement model can be considered reliable and valid, and the constructs are appropriate for further analysis in the structural model evaluation.

The measurement model results indicate that the constructs used in this study have sufficient empirical strength to represent the edupreneurship strategy and parents' interest. The high outer loading values show that the indicators are closely related to their respective constructs, meaning that the questionnaire items are able to capture the intended dimensions of service quality, school facilities, learning quality, additional services, branding and promotion, and parents' interest. The reliability results further imply that the responses across indicators are consistent, so the constructs can be considered stable for further analysis. In addition, the AVE values above 0.50 confirm that each construct has adequate convergent validity, indicating that the indicators within the same construct share a strong proportion of common variance. These findings provide an important basis for the next stage of analysis because the structural relationship among variables

can only be interpreted meaningfully when the measurement model has first demonstrated acceptable validity and reliability. Therefore, the validated measurement model strengthens the credibility of the SEM-PLS analysis in explaining how edupreneurship dimensions are related to parents' interest in choosing Nurul Imam Islamic School.

Structural Model Evaluation

The structural model evaluation was conducted to examine the explanatory power of the proposed edupreneurship model in predicting parents' interest. In this stage, the five exogenous constructs service quality, school facilities, learning quality, additional services, and branding and promotion were analyzed as predictors of parents' interest in choosing Nurul Imam Islamic School. The main finding of the structural model is reflected in the coefficient of determination value. The analysis shows that parents' interest has an R^2 value of 0.856. This means that 85.6% of the variance in parents' interest can be explained by the five edupreneurship dimensions included in the model, while the remaining 14.4% is explained by other factors outside the scope of this study. This result indicates that the proposed model has strong explanatory power in describing how edupreneurship-related school management practices are associated with parents' interest.

Table 4. Coefficient of Determination (R^2)

Endogenous Variable	R^2
Minat Orang Tua	0.856

Table 4 presents the coefficient of determination value for the endogenous variable, namely parents' interest. The result shows that parents' interest has an R^2 value of 0.856. This value indicates that service quality, school facilities, learning quality, additional services, and branding and promotion collectively explain 85.6% of the variance in parents' interest in choosing Nurul Imam Islamic School. Meanwhile, the remaining 14.4% is explained by other variables not included in the research model. Based on the criteria of structural model evaluation in PLS-SEM, this R^2 value can be categorized as substantial, meaning that the proposed edupreneurship model has strong explanatory power in predicting parents' interest.

The R^2 value of 0.856 implies that the edupreneurship strategy model has a strong capacity to explain parents' interest in choosing Nurul Imam Islamic School. This finding indicates that parents' interest is not formed randomly, but is closely associated with the combination of service quality, school facilities, learning quality, additional services, and branding and promotion. In the context of Islamic school management, this result strengthens the argument that edupreneurship functions as a strategic approach for increasing institutional attractiveness through measurable educational services and school management practices. The relatively small unexplained variance of 14.4% also suggests that the main dimensions included in the model are highly relevant for understanding parents' decision-making. However, the remaining variance indicates that other factors, such as religiosity, tuition affordability, school reputation, peer recommendation, location, or parental satisfaction, may also contribute to parents' interest and should be considered in future research.

Hypothesis testing

Hypothesis testing was conducted to examine the direction and magnitude of the relationship between each edupreneurship dimension and parents' interest. The structural model includes five hypothesized relationships: service quality toward parents' interest, school facilities toward parents' interest, learning quality toward parents' interest, additional services toward parents' interest, and branding and promotion toward parents' interest. The path coefficient results show

that service quality has the strongest positive coefficient toward parents' interest, with a value of 0.363. This is followed by school facilities with a coefficient of 0.339 and learning quality with a coefficient of 0.310. Meanwhile, branding and promotion show a very small positive coefficient of 0.044, while additional services show a very small negative coefficient of -0.025. These findings indicate that the strongest direct associations with parents' interest are found in service quality, school facilities, and learning quality. However, the statistical significance of each relationship still needs to be confirmed through bootstrapping results, particularly by examining the t-statistic and p-value for each path.

Table 4. Path Coefficients

Relationship	Coefficient
Parenting → Interest Services	0.363
Facilities → Parental Interest	0.339
Learning → Parental Interest	0.310
Branding & Promotion → Interest of Parents	0.044
Branding & Promotion → Interest of Parents	-0.025

Table 5 presents the path coefficient values for the relationship between each edupreneurship dimension and parents' interest. The results show that service quality has the highest positive coefficient, with a value of 0.363. This indicates that service quality has the strongest direct association with parents' interest compared with the other predictors in the model. School facilities also show a positive coefficient of 0.339, followed by learning quality with a coefficient of 0.310. These three constructs show relatively stronger positive relationships with parents' interest. In contrast, branding and promotion have a very small positive coefficient of 0.044, while additional services show a very small negative coefficient of -0.025. These findings suggest that parents' interest is more closely associated with core educational and service-related dimensions than with promotional activities or supporting services.

The path coefficient results imply that parents tend to place greater attention on direct and substantive aspects of school quality. Service quality, school facilities, and learning quality appear to be the main dimensions that shape parents' interest in choosing Nurul Imam Islamic School. This pattern indicates that parents are more likely to evaluate the school based on the quality of interaction, the availability of facilities, and the perceived quality of learning rather than on branding, promotion, or additional services. In the context of edupreneurship, this finding suggests that institutional attractiveness is not merely created through external communication, but through concrete educational value experienced by parents and students. However, because the table only presents coefficient values, these results should be interpreted as directional tendencies rather than final evidence of statistical significance. The acceptance or rejection of each hypothesis must be determined after examining the bootstrapping results, including t-statistic and p-value.

Dominant Factors Affecting Parents' Interest

The analysis of dominant factors was conducted by comparing the path coefficient values and effect size values of each edupreneurship dimension toward parents' interest. The path coefficient results show that service quality has the highest direct coefficient, with a value of 0.363, followed by school facilities at 0.339 and learning quality at 0.310. Meanwhile, branding and promotion have

a much smaller coefficient of 0.044, and additional services show a negative coefficient of -0.025. However, the effect size analysis shows a slightly different pattern. Learning quality has the largest f^2 value of 0.305, followed by school facilities at 0.277 and service quality at 0.225. Branding and promotion, with an f^2 value of 0.005, and additional services, with an f^2 value of 0.002, demonstrate very small substantive contributions to the model. These findings indicate that the dominant factors affecting parents' interest are concentrated in three core dimensions: service quality, school facilities, and learning quality.

The dominant factors affecting parents' interest are visualized by comparing two indicators: path coefficient and effect size. The path coefficient shows the direction and strength of the direct relationship between each edupreneurship dimension and parents' interest, while the f^2 value shows the substantive contribution of each predictor to the explanatory power of the model. Table 6 presents the comparison between these two indicators to clarify which variables have the strongest direct association and which variables provide the largest substantive contribution to parents' interest.

Table 6. Dominant Factors Affecting Parents' Interest

Predictor Variable	Path Coefficient	Rank Based on Path Coefficient	f^2 Effect Size	Rank Based on f^2	Interpretation
Service Quality	0.363	1	0.225		Strongest direct association
School Facilities	0.339	2	0.277	2	Strong direct and substantive contribution
Learning Quality	0.310	3	0.305	1	Largest substantive contribution
Branding and Promotion	0.044	4	0.005	4	Very weak contribution
Additional Services	0.025	5	0.002	5	Very weak and negative direct association

As shown in Table 6, service quality is the most dominant factor when viewed from the path coefficient value, whereas learning quality is the most dominant factor when viewed from the f^2 effect size. This difference indicates that dominance in the model should not be interpreted from a single statistical indicator. Service quality has the strongest direct relationship with parents' interest, while learning quality provides the largest substantive contribution to the model. School facilities consistently appear as an important factor because they rank second in both indicators. Therefore, the visualized data show that the dominant dimensions of edupreneurship are concentrated in service quality, learning quality, and school facilities.

These findings indicate that parents' interest in choosing Nurul Imam Islamic School is mainly shaped by core educational and service-related factors. Service quality emerges as the strongest factor in terms of direct relationship, suggesting that parents place considerable importance on responsiveness, reliability, and the quality of interaction provided by the school. Learning quality, however, provides the largest substantive contribution to the model, which means that the perceived quality of teaching and learning plays an important role in strengthening the overall explanatory power of parents' interest. School facilities also occupy a strategic position because they consistently appear among the top factors in both indicators. In contrast, branding and promotion and additional services appear to have a limited role, suggesting that parents may prioritize concrete educational value and direct service experience over promotional messages or

supplementary services. Therefore, the dominant edupreneurship strategy in this context should focus on strengthening service quality, improving learning quality, and developing school facilities as the main basis for increasing parents' interest.

4. DISCUSSION

Edupreneurship as a Multidimensional Strategy in Islamic School Management

The findings of this study indicate that edupreneurship at Nurul Imam Islamic School is not merely implemented as a promotional strategy, but as a multidimensional model of Islamic school management. The model integrates five main dimensions, namely service quality, school facilities, learning quality, additional services, and branding and promotion. The structural model shows that these five dimensions collectively explain a large proportion of parents' interest in choosing the school, as reflected in the R^2 value of 0.856. This finding suggests that parents' interest is closely related to the way the school manages educational services, learning processes, institutional facilities, and communication with parents. In this sense, edupreneurship functions as a strategic framework that connects school management, educational value creation, and parental decision-making within the context of Islamic education.

This result strengthens the view that educational institutions need to be managed not only as academic organizations, but also as service-oriented institutions that must create value for their stakeholders. In educational marketing, parents and students are not passive recipients of educational services; they evaluate the quality of services, facilities, learning experiences, institutional reputation, and the perceived benefits offered by the school (Kotler et al., 2022; Wijaya, 2022; Zeithaml et al., 2018). Therefore, edupreneurship in Islamic school management should be understood as the school's ability to combine educational mission, managerial innovation, service quality, and institutional competitiveness without neglecting its religious and moral foundations. This interpretation is consistent with the concept of school and madrasah management, which emphasizes the importance of planning, service improvement, stakeholder responsiveness, and institutional development in achieving educational quality (Ara Hidayat & Imam Machali, 2012; Muhaimin et al., 2009; Sallis, 2002).

The strong explanatory power of the model can be understood from the nature of parents' school choice, which is generally multidimensional. Parents do not choose a school based on a single factor, but through a combination of rational, emotional, social, and value-based considerations. Previous studies have shown that parents' decisions in selecting schools are shaped by school quality, teacher performance, service experience, facilities, school image, safety, religious values, and communication with parents (Chowdhury & Synthia, 2020; Jonathan et al., 2023; Stribbell & Duangekanong, 2022). In the context of Nurul Imam Islamic School, this pattern explains why the five dimensions of edupreneurship are able to explain parents' interest strongly. The school is assessed not only from its academic programs, but also from the extent to which it provides reliable services, adequate facilities, meaningful learning, supporting services, and a convincing institutional image.

The relationship among these dimensions also reflects the specific characteristics of Islamic school management. Parents who choose Islamic schools usually expect two forms of value at the same time: educational quality and religious-moral assurance. Thus, service quality, facilities, and learning quality become important because they represent the school's concrete capacity to provide a safe, reliable, and academically meaningful environment. At the same time, branding and promotion become relevant when they communicate the school's values, identity, and credibility

to parents. However, promotion alone is insufficient if it is not supported by the actual quality of services and learning. This explains why edupreneurship in this study appears more as an integrated management strategy than as a simple marketing activity.

Therefore, the findings indicate that edupreneurship in Islamic school management should be interpreted as a value-based managerial orientation. It does not only aim to attract parents through institutional image, but also to strengthen the real quality of school services, learning processes, facilities, and stakeholder relationships. This finding contributes to the development of edupreneurship literature by showing that, in the context of Islamic schools, institutional competitiveness is built through the integration of educational quality, service experience, and religiously grounded institutional trust.

The findings of this study are consistent with previous research showing that parents' school choice is shaped by multiple institutional factors rather than a single determinant. Chowdhury and Synthia (2020), for example, found that parents evaluate schools through several criteria related to institutional quality, service provision, and perceived school success. Similarly, Jonathan et al. (2023) showed that parents' decision to choose religious-based private schools is influenced by teacher ability, school facilities, religious values, school image, school environment, safety, location, and perceived cost. The present study confirms this multidimensional pattern by showing that service quality, school facilities, learning quality, additional services, and branding and promotion collectively explain parents' interest in choosing Nurul Imam Islamic School.

However, this study also offers a different emphasis from several previous studies. While educational marketing studies often place strong attention on school image, branding, and promotion, the findings of this study suggest that parents' interest in the context of Nurul Imam Islamic School is more strongly associated with concrete educational and service-related dimensions. Service quality, facilities, and learning quality appear as the central elements of edupreneurship, while branding and promotion show a much smaller role. This finding is in line with Stribbell and Duangekanong (2022), who argue that word of mouth, satisfaction, service quality, and brand trust are closely connected in educational services. Therefore, the novelty of this study lies in showing that, in an Islamic school context, edupreneurship should not be reduced to school promotion or institutional branding. Instead, it should be understood as an integrated management model that combines service quality, learning quality, facilities, and institutional trust.

The broader meaning of this finding is that Islamic school competitiveness is built through the capacity to create educational value that is directly experienced by parents and students. Edupreneurship in this context has social and ideological significance because it links institutional sustainability with the moral mission of Islamic education. Parents do not only seek schools that are attractive in terms of image, but also schools that are perceived as trustworthy, responsive, academically meaningful, and aligned with religious values. This interpretation expands the understanding of edupreneurship from a market-oriented concept into a value-based strategy for improving Islamic education management. In other words, the study contributes to a wider understanding that educational entrepreneurship in Islamic schools should remain grounded in service ethics, learning quality, and stakeholder trust.

Reflectively, the findings have both positive and potential negative implications. The positive implication is that edupreneurship can help Islamic schools become more adaptive, competitive, and responsive to parents' expectations. When implemented properly, edupreneurship encourages schools to improve services, strengthen learning quality, develop facilities, and communicate institutional values more effectively. However, the potential dysfunction is that edupreneurship

may be misunderstood merely as commercialization or aggressive promotion if it is not balanced with educational integrity. If schools focus too heavily on market attraction without strengthening actual service and learning quality, edupreneurship may create a gap between institutional image and parents' real experience. Therefore, edupreneurship must be managed as a quality improvement strategy rather than as a purely promotional agenda.

Based on these findings, several practical actions should be considered by school management. First, the school needs to establish a service quality improvement system that includes parent communication standards, response time mechanisms, complaint handling procedures, and periodic service evaluation. Second, the school should prioritize learning quality by strengthening teacher competence, classroom innovation, learning supervision, and evaluation of student development. Third, facility development should be linked directly to learning needs, safety, comfort, and parents' expectations. Fourth, branding and promotion should be redesigned to communicate evidence-based quality, such as student achievements, parent testimonials, teacher professionalism, religious character development, and service improvements. Fifth, school leaders should develop an edupreneurship roadmap that integrates academic quality, Islamic values, service excellence, and institutional sustainability. Through these actions, edupreneurship can function as a strategic instrument for strengthening Islamic school competitiveness without losing its educational and moral orientation.

Service Quality, Facilities, and Learning Quality as Core Drivers of Parents' Interest

The findings of this study show that service quality, school facilities, and learning quality are the three strongest dimensions associated with parents' interest in choosing Nurul Imam Islamic School. Based on the path coefficient results, service quality has the highest direct coefficient toward parents' interest, followed by school facilities and learning quality. Meanwhile, the effect size analysis shows that learning quality provides the largest substantive contribution to the model, followed by school facilities and service quality. This pattern indicates that parents' interest is mainly shaped by dimensions that are directly related to the actual educational experience: how the school serves parents, how adequate the school facilities are, and how learning is delivered to students. Therefore, the findings suggest that the attractiveness of an Islamic school is not primarily built through promotional messages, but through the perceived quality of daily educational services, infrastructure, and teaching-learning practices.

Service quality appears as the strongest direct factor because parents interact with the school not only as observers, but also as users of educational services. In the context of private and Islamic schools, parents often evaluate the school through administrative responsiveness, communication quality, reliability of information, teacher-parent interaction, and the school's ability to respond to complaints or expectations. This is consistent with service quality theory, which explains that customer evaluation of service institutions is strongly influenced by reliability, responsiveness, assurance, empathy, and tangible evidence (Parasuraman et al., 1988; Zeithaml et al., 2018). In educational institutions, these dimensions become more specific because the service being evaluated is related to children's safety, academic development, moral formation, and long-term educational trust. Thus, when parents perceive that the school provides responsive, reliable, and professional services, their interest in choosing and maintaining trust in the school tends to increase.

School facilities also emerge as one of the core factors because facilities are visible indicators of institutional seriousness and educational readiness. Parents can directly observe classrooms, learning media, school environment, safety arrangements, worship facilities, playgrounds, and

other supporting infrastructure. These facilities function not only as physical assets, but also as symbols of school quality and care for students' learning experience. Previous studies on religious-based private schools have shown that school facilities are among the important factors considered by parents when choosing a school, together with teacher ability, religious values, school image, school environment, and safety (Jonathan et al., 2023). This explains why facilities show a strong role in the model: they help parents convert abstract expectations about quality into observable evidence. In other words, adequate facilities strengthen parents' confidence that the school has the capacity to provide a comfortable, safe, and supportive educational environment.

Learning quality provides the largest substantive contribution in the effect size analysis because the core value of a school remains the quality of its educational process. Although parents may initially be attracted by services or facilities, their deeper evaluation is strongly connected to the perceived quality of teaching, curriculum implementation, teacher competence, classroom interaction, and student development. This is in line with the view that teacher quality and classroom practices are central to student learning and are among the most important school-level factors affecting educational outcomes (OECD, 2024). Research on secondary education also indicates that core educational quality is closely related to parents' satisfaction and loyalty because parents evaluate whether the school can transform students' academic, behavioral, and personal development (T.-T. Nguyen et al., 2021). Therefore, learning quality becomes a substantive factor because it represents the main promise of the school as an educational institution.

The relationship among service quality, facilities, and learning quality can be explained through the logic of value creation in educational management. Service quality builds parents' trust through interaction and communication; facilities provide concrete evidence of institutional capacity; and learning quality reflects the academic and moral value received by students. These three dimensions reinforce one another. Good service without strong learning quality may create satisfaction only at the administrative level, while good learning quality without adequate facilities and communication may be less visible to parents. Likewise, facilities without responsive service and meaningful learning may be perceived merely as physical display. Therefore, the findings indicate that parents' interest is shaped by the interaction between relational value, material support, and pedagogical quality.

In the context of edupreneurship, these findings show that Islamic school competitiveness should be developed through quality-based innovation rather than promotion-based competition alone. Edupreneurship becomes meaningful when schools are able to transform entrepreneurial orientation into better service systems, improved facilities, and stronger learning practices. This means that school leaders need to treat parents' interest as the result of accumulated institutional experience, not merely as the result of marketing communication. Theoretically, this finding strengthens the integration between educational marketing, service quality, and school management literature by showing that parents' interest in Islamic schools is formed through concrete educational value, service trust, and the perceived credibility of the learning environment (Kotler et al., 2022; Sallis, 2002; Wijaya, 2022).

These findings are consistent with previous studies showing that parents' school choice is strongly influenced by service experience, school facilities, teacher quality, learning environment, and institutional trust (Chowdhury & Synthia, 2020; Jonathan et al., 2023; Nguyen et al., 2021). However, this study offers a more specific contribution by showing that, in the context of an Islamic school, service quality, facilities, and learning quality operate as the core dimensions of edupreneurship. Unlike studies that emphasize branding or school image as dominant factors, this

study indicates that parents' interest is more closely shaped by concrete educational value and direct institutional experience.

The meaning of this finding is that parents' interest in Islamic schools reflects more than a consumer preference; it represents a form of trust in the school's ability to provide academic, moral, and service-based assurance. Service quality creates relational trust, facilities provide visible evidence of institutional readiness, and learning quality reflects the school's educational credibility. Therefore, the study contributes to a broader understanding that Islamic school competitiveness should be grounded in substantive quality rather than promotional attractiveness alone.

Reflectively, the positive implication of this finding is that edupreneurship can encourage Islamic schools to become more responsive, professional, and quality-oriented. However, the possible dysfunction is that schools may overemphasize facilities and service appearance while neglecting deeper pedagogical transformation. If this occurs, edupreneurship may become managerial display rather than educational improvement. Therefore, the three dominant factors should be developed in an integrated way.

Based on these findings, school management should prioritize four actions. First, the school needs to strengthen parent service standards through responsive communication and complaint-handling mechanisms. Second, facilities should be developed according to learning needs, safety, and student comfort. Third, teacher competence and learning innovation should become the main agenda of school improvement. Fourth, school promotion should be based on evidence of service quality, learning outcomes, and institutional credibility, not merely persuasive branding.

Why Branding, Promotion, and Additional Services Show Limited Contribution

The findings show that branding and promotion, as well as additional services, have limited contribution to parents' interest in choosing Nurul Imam Islamic School. Branding and promotion show only a very small positive coefficient, while additional services show a very small negative coefficient. The f^2 values of both variables are also very small, indicating that their substantive contribution to the model is limited. Compared with service quality, school facilities, and learning quality, these two dimensions appear to play a secondary role in shaping parents' interest.

This pattern can be explained by the nature of parents' decision-making in Islamic school selection. Parents tend to prioritize concrete educational value, such as responsive services, adequate facilities, teacher quality, learning processes, safety, and religious-moral assurance, rather than promotional messages alone. In educational services, promotion may create initial awareness, but long-term interest and trust are more strongly shaped by service experience, perceived quality, satisfaction, and word of mouth (Kotler et al., 2022; Stribbell & Duangekanong, 2022; Zeithaml et al., 2018). Therefore, branding and promotion may have limited influence when parents already rely more on direct experience, social recommendations, school reputation, and observable school quality.

Additional services may also show limited contribution because they are perceived as supporting elements rather than core determinants of school choice. Services such as transportation, meals, uniforms, or other supporting facilities can increase convenience, but they do not necessarily represent the main educational value expected by parents. In the context of religious-based private schools, parents' decisions are often more closely related to teacher competence, facilities, school environment, safety, religious values, and institutional credibility (Jonathan et al., 2023). Thus, additional services may function as complementary benefits, but not as the primary reason for parents to choose a school.

This finding suggests that branding, promotion, and additional services should not be ignored, but their role needs to be repositioned. Branding should communicate real evidence of educational quality, not merely persuasive claims. Promotion should highlight service responsiveness, learning quality, school achievements, religious character development, and parent satisfaction. Additional services should also be designed to support the core educational mission rather than stand apart from it. In this way, branding and supporting services can strengthen parents' interest when they are connected to the actual quality of the school.

This finding partly differs from studies in educational marketing that emphasize branding and school image as important factors in parents' school choice. Previous research shows that school image, reputation, and brand trust can influence parents' satisfaction, loyalty, and word of mouth (Kotler et al., 2022; Stribbell & Duangekanong, 2022). However, the present study shows that branding and promotion have a limited role when compared with service quality, facilities, and learning quality. The novelty of this study lies in showing that, in the Islamic school context, parents' interest is more strongly shaped by direct educational experience than by promotional communication.

The meaning of this finding is that parents do not simply respond to the external image of the school, but evaluate whether the school can provide concrete educational value. In Islamic education, trust is formed through consistency between institutional claims and actual practice. Branding becomes meaningful only when it reflects real service quality, learning quality, moral formation, and institutional credibility. Therefore, this study contributes to a broader understanding that school branding should be evidence-based, not merely image-based.

Reflectively, the positive implication is that schools are encouraged to focus on real quality improvement rather than relying heavily on promotion. This can prevent schools from building unrealistic public expectations. However, the possible dysfunction is that schools may underestimate the strategic role of branding and communication. If branding is neglected completely, the school may fail to communicate its strengths to prospective parents, even when it has strong service and learning quality.

Based on this finding, school management should reposition branding and additional services as supporting strategies. Branding and promotion should highlight evidence of quality, such as student achievements, teacher competence, parent testimonials, service responsiveness, religious character development, and learning innovation. Additional services should also be connected to students' educational experience, safety, comfort, and parental convenience. Therefore, promotional policy should not stand apart from school quality improvement, but should function as a communication strategy that transparently represents the school's real strengths.

Theoretical Contribution to Edupreneurship and Educational Marketing

Theoretically, this study contributes to the development of edupreneurship literature by positioning edupreneurship as an integrated school management model rather than a narrow promotional strategy. The findings show that parents' interest is explained more strongly through service quality, school facilities, and learning quality than through branding, promotion, and additional services. This indicates that edupreneurship in Islamic schools should be understood as the ability of the institution to create educational value through service improvement, learning quality, facility readiness, and institutional trust.

This study also contributes to educational marketing theory by showing that parents' interest is not formed only by external communication or school image, but by the perceived value of

educational services. In marketing theory, value creation is built through the capacity of an institution to understand stakeholder needs, design relevant services, and deliver credible benefits (Kotler et al., 2022). In this study, the value perceived by parents is mainly reflected in responsive services, adequate facilities, and meaningful learning. Therefore, the findings extend educational marketing by emphasizing that school competitiveness depends not only on how the school promotes itself, but also on how the school proves its quality through daily educational experience.

In relation to service quality theory, this study confirms that service experience is central in shaping parents' interest. The SERVQUAL framework explains service quality through dimensions such as reliability, responsiveness, assurance, empathy, and tangibles (Parasuraman et al., 1988). In the context of Islamic schools, these dimensions are not only technical indicators of service, but also expressions of institutional responsibility and trustworthiness. This means that good service in education is closely connected with moral commitment, parental confidence, and the perceived seriousness of the school in caring for students.

The findings also enrich the theory of planned behavior by showing that parents' intention to choose a school can be influenced by perceived institutional quality. Ajzen's theory explains that intention is shaped by attitude, subjective norms, and perceived behavioral control (Ajzen, 1991). In this study, service quality, facilities, and learning quality may strengthen parents' positive attitudes toward the school, while branding and promotion may support subjective perception only when they are consistent with real school quality. Thus, the novelty of this study lies in integrating edupreneurship, educational marketing, service quality, and parental intention into a single empirical model in the context of Islamic school management.

Overall, this study offers a theoretical proposition that edupreneurship in Islamic education should be understood as value-based institutional entrepreneurship. It is not merely about increasing student enrollment through promotion, but about developing institutional capacity to provide reliable services, meaningful learning, adequate facilities, and trustworthy communication. This proposition contributes to a broader discussion on how Islamic schools can remain competitive while maintaining their educational, ethical, and religious orientation.

Practical Implications for School Management

The findings of this study provide several practical implications for the management of Nurul Imam Islamic School and similar Islamic educational institutions. Since service quality, school facilities, and learning quality appear as the core drivers of parents' interest, school management should prioritize quality improvement in these three areas. Edupreneurship should not be understood merely as a strategy to attract new students through promotion, but as a managerial approach to improve the real educational experience received by students and parents.

First, school management needs to strengthen service quality through a more responsive and professional communication system with parents. This can be done by establishing service standards, setting response-time targets for parent inquiries, providing clear complaint-handling procedures, and conducting regular satisfaction surveys. In educational services, responsive communication and reliability are important because parents evaluate school quality not only from academic outcomes, but also from daily interactions with teachers, administrative staff, and school leaders (Parasuraman et al., 1988; Zeithaml et al., 2018).

Second, the school should develop facilities based on learning needs, safety, comfort, and student development. Facility improvement should not be limited to physical appearance, but should directly support classroom learning, religious activities, student creativity, and school

safety. Adequate facilities can strengthen parents' confidence because they provide visible evidence of institutional readiness and seriousness in managing education.

Third, learning quality must become the main priority of school development. School leaders need to strengthen teacher competence, learning supervision, classroom innovation, curriculum implementation, and evaluation of student progress. Since learning quality has the largest substantive contribution in the model, improvement in this area can strengthen the school's educational credibility and long-term parental trust.

Fourth, branding and promotion should be repositioned as evidence-based communication. Promotional activities should not rely only on persuasive messages, but should present concrete evidence of school quality, such as student achievements, teacher competence, parent testimonials, learning innovation, religious character development, and service improvement. In this way, branding becomes a tool to communicate real institutional value rather than merely creating an external image.

Fifth, additional services should be aligned with the core mission of education. Transportation, meals, uniforms, and other supporting services need to be designed as part of a broader strategy to improve student comfort, safety, and parental convenience. These services may not be the main driver of parents' interest, but they can strengthen the overall educational experience when connected to service quality and student welfare.

Therefore, the practical implication of this study is that Islamic school management should develop an edupreneurship roadmap that integrates service excellence, facility development, learning improvement, and value-based branding. Such a roadmap can help the school build competitiveness while maintaining its Islamic educational mission. Through this approach, edupreneurship can function as a sustainable school development strategy rather than a short-term enrollment strategy.

5. CONCLUSION

The main lesson drawn from this study is that parents' interest in choosing Nurul Imam Islamic School is shaped primarily by concrete educational value rather than by promotional appeal alone. Edupreneurship in this context does not function merely as a school marketing strategy, but as an integrated management approach that combines service quality, school facilities, learning quality, additional services, and branding and promotion. The findings show that the proposed model has strong explanatory power in explaining parents' interest. Among the dimensions examined, service quality, school facilities, and learning quality appear as the most central factors, while branding, promotion, and additional services play a more limited supporting role. This indicates that parents tend to place greater trust in schools that demonstrate reliable services, adequate facilities, and meaningful learning processes.

The scientific contribution of this study lies in its effort to develop an empirical edupreneurship model in the context of Islamic school management. This study contributes to the literature by showing that edupreneurship should not be narrowly understood as commercialization or promotional activity, but as a value-based institutional strategy for strengthening educational quality and school competitiveness. The study also contributes methodologically by applying the SEM-PLS approach to examine the relationship between edupreneurship dimensions and parents' interest. Conceptually, this research integrates edupreneurship, educational marketing, service quality, and parental decision-making into one

analytical framework. Therefore, the study provides a relevant contribution for future research on Islamic education management, particularly in understanding how schools can build competitiveness through service excellence, learning quality, facility readiness, and institutional trust.

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