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## MODELING AND OPTIMIZING STRENGTHENING PARENTS' INTEREST IN SCHOOLING THEIR CHILDREN IN PRIVATE SCHOOLS

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KEYWORDS	ABSTRACT
interest of parents, private schools, students.	This research aims to identify and analyze modeling and optimizing the strengthening of parents' interest in sending their children to private schools. This study uses preliminary research, qualitative, quantitative, and research analysis. The population used in this study was 430 students at the Global Mandiri School in Cibubur and 340 at the Global Mandiri School in Jakarta. The sampling technique used was proportional random sampling. Data collection techniques in this study used questionnaires for respondents—data analysis techniques using research hypothesis testing. Based on the study's results, it is explained that there are strategies and ways to increase parents' interest in sending their children to private schools by strengthening variables that have a positive and dominant effect on parental interest. The strategy includes strengthening Service Quality, Promotion, and Organizational Image. Ways to strengthen these variables include improving weak indicators and maintaining good indicators for each variable. This research has implications that to increase parents' interest in sending their children to private schools, it is necessary to strengthen the quality of service, promotion, and corporate image. To strengthen service quality, it is necessary to improve indicators of assurance and certainty and empathy and maintain tangible, responsive, and reliable indicators. Meanwhile, to strengthen promotion, it is necessary to improve advertising and individual sales indicators and maintain sales promotion and public relations indicators. To strengthen the organization's image, it is necessary to improve the reputation indicators and maintain the indicators of organizational identity, values, and personality.

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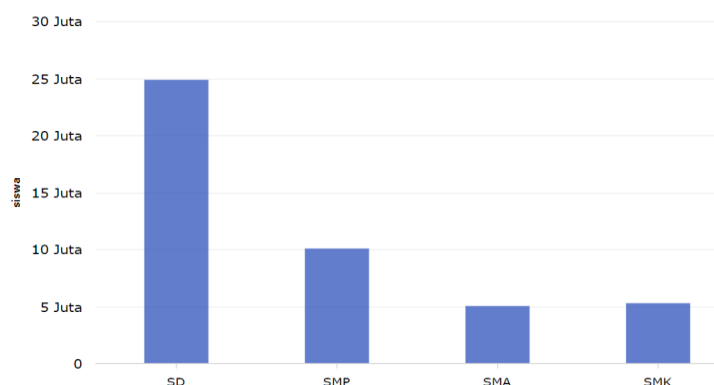
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## INTRODUCTION

Education is an essential component of a country as an effort to educate the nation's life which is expected to create superior quality human resources and significantly improve people's living standards (Sudarsana, 2015). School as a formal institution where the educational process occurs is complex and dynamic (Barlian, 2016). Schools that are managed effectively can carry out learning activities optimally, produce superior graduates, and have a constructive impact on society so that such schools will relatively quickly gain the community's trust.

Based on their status, public and private schools need to gain public trust so that interest in using educational services for these schools is sustainable. This has resulted in increasingly fierce competition for schools to provide the best educational services to present a positive image of the school (Baker, 2023). The better the school's predicate, the community, in this case, the parents, will not hesitate to send their children to that school. Parents' role is crucial in choosing a school that directly or indirectly impacts the school's sustainability (German Ben-Hayun & Perry-Hazan, 2023).

Based on statistical data on the number of students in Indonesia by education level in the 2020/2021 Academic Year as follows:



**Figure 1. Number of Students in Indonesia by Education Level**

Source: Central Bureau of Statistics (BPS)

The graph shows that the large number of students at the basic education level needs to be managed effectively and efficiently to produce the expected educational output. Professional management is needed from beginning to end in every school educational activity. One link that determines the opportunity or potential for capturing students optimally is the New Student Admission Program (PPDB) (Indrawan & Pedinata, 2022). PPDB can no longer be seen as a routine annual agenda carried out by every educational institution. However, this activity must always be carried out seriously by bringing up various new strategies or innovations so that the number and quality of prospective students who successfully enter align with expectations.

In PPDB activities in private schools, especially at the Elementary School level, the role of parents greatly determines the school of choice prospective students attend. This aligns with the Law on the National Education System article 7, paragraph 1, which explains that parents can choose educational units and obtain information about their child's educational development (Ratnaningrum, 2022). In choosing a school, the parents of students naturally become the concern of school managers to realize the parents' expectations for the educational services their children get as much as possible. A critical consideration in parental choice is aligning school goals with parents' goals. For the primary education level, in particular, the educational goals expected by parents are not only for schools to guarantee ease of entering further education but also for schools to have a fundamental role in developing the character of students (Mulyasa, 2022). Parent's interest in sending their children to school is to get a quality education according to their expectations (Eger et al., 2018). Parents hope that their sons and daughters can be accepted at the best schools, then they can continue at the next level of education to be accepted at good quality schools.

Another criterion parents consider in choosing an elementary school is getting one that can develop all of a child's potential. This school facilitates children's participation as active subjects in learning (Ibda, 2022). Schools that can optimize the potential of intelligence, skills, abilities, and talents of children will become the target of parents. Parents also consider the choice of schools that can meet the needs of their children, especially if there are special needs. Another consideration is the school's ability to facilitate the development of students' multiple intelligences so that all intelligences develop optimally. This includes the completeness of infrastructure and school programs that support it. Another important criterion that parents consider is educators' competence and skills to take the right approach so that children feel safe and comfortable in expressing themselves. The reputation of the school administrator, the school's history of success in achieving achievements, and overcoming problems and challenges are other criteria that parents also consider.

On the other hand, children also need to pay attention to their hopes and wishes for the school where they study. Currently, even prospective students at the Elementary School level, children have

been asked for their parents' opinions to ensure that they are happy going to school there. Many parents invite their children to visit schools and then ask their children's opinions or observe their children's impressions of the school. This is also a consideration for parents in choosing a school because the elementary school will be taken for six years, so it is necessary to choose a school that is also of interest to children. Therefore, schools need to manage the school's physical appearance, which is predicted to affect children's interest and interest in school. In line with the development of an increasingly globalized world, parents' interest in choosing a school is increasingly leading to schools offering future-oriented, competitive science and technology programs. Parent's interest in choosing their child's school is also based on considerations of financial ability (Fahrudin, 2019). In this case, the high ability makes parents more flexible in choosing schools that provide excellent infrastructure and programs to international standards, which are generally expensive.

The increasing number of schools will increase competition so that schools that can offer the best educational services will most likely be chosen by parents. Even though the school is included in an organization that does not prioritize profit as its primary goal, providing excellent service to students and parents is a must to ensure the school's sustainability. Schools need to understand parents' interest in sending their children to school. Therefore, schools need to strive to be customer oriented. Customer-oriented schools consistently maintain the uniqueness of services that differentiate them from other schools. Customer-oriented schools pay more attention to managing customer expectations to continue improving the quality of their services, making them superior to the competition (Dewi et al., 2022). This competitive advantage can be created through efficiency, product quality, service, creativity, and innovation.

The number of students enrolled in a school and the fulfillment of school capacity are indicators that the community trusts the school. On the other hand, schools with a small number of students or even a ratio of the number of students with a small school capacity tend to be perceived as schools with less quality, so they do not gain the community's trust. The chance for a school to increase parents' interest in choosing is higher when the school's existence, its services, graduates, learning process, and uniqueness are known. The introduction of schools by the community is inseparable from school promotion activities. Through proper and effective promotions, schools can inform their existence, curriculum, management staff, excellence, uniqueness, management ranks, and achievements.

The introduction of schools through promotions will open up wider opportunities for schools to be chosen by parents. School promotion aims to get the attention of prospective students and their parents to get to know the school better, especially things that benefit parents. In an organization, promotional activities are part of a marketing system that increases sales volume. Promotional activities aim to attract potential customers or regular customers to decide to use the services or continue to use the organization's services. Effective promotions can stimulate consumer demand for the organization's products or services. Facing an atmosphere of competition, marketing and branding activities can help schools recruit and retain students and spread positive word of mouth (Li & Hung, 2009).

The need for an effective promotion strategy is increasing, considering that parents are becoming more active and conscientious in making choices for their children's education. They have complete access to finding out about the condition of the school, primarily through the Internet. Schools that use cyberspace to promote their schools will have a greater chance of being known by the public and increase parents' interest in choosing them. Promotional activities disseminating information about school excellence regarding infrastructure, programs, and achievements will increase public trust. Through the right promotional strategy, schools can enhance their positive image, increase their competitive advantage, and lead to strengthening parental interest in choosing a school. It is essential

for both public and private schools to continue to maintain the school's image, improve quality and activate promotional programs so that they remain trusted by the community.

Through the 12-year compulsory education policy, each education implementing unit must strive for effective educational operations capable of producing superior quality output. Compulsory education programs start at the elementary school level, aiming to lay down the essential intelligence, knowledge, personality, morals, and skills to live independently and participate in further education. In addition, this primary education can make a child into form individual who can live in groups. This important goal must be pursued optimally by both public and private schools, especially since the number of elementary schools the most significant number of education units in Indonesia.

Table 1. below shows the development of the number of elementary schools by school status in each province. Each region has a different number of public and private primary schools. Currently, some areas have great schools, but there are also areas with only a few. DKI Jakarta and West Java have quite several private primary schools. This shows that competition between regional schools is high enough to recruit students.

**Table 1. Development of the number of elementary schools according to school status in each province**

Province	2018/2019			2019/2020			2020/2021		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
DKI Jakarta	1.591	950	2.541	1.564	962	2.526	1,451	913	2,364
Jawa Barat	17.693	1.913	19.606	17.661	2.057	19.718	17,492	2.085	19,577
Banten	3.955	646	4.601	3.955	679	4.634	3.954	685	4,643
Jawa tengah	17.858	1.144	19.002	17.819	1.191	19.010	17.658	1.211	18.869
DI Yogyakarta	1.436	411	1.847	1.431	413	1.844	1,427	414	1,841
Jawa Timur	17.502	1.783	19.285	17.406	1.879	19.285	17.197	1,895	19.092
Aceh	3.334	137	3.471	3,339	153	3,492	3.336	159	3,495
Sumatera Utara	8.298	1.409	9.707	8.301	1,474	9.775	8.282	1,474	9.756
Suamtera Barat	3.968	209	4.177	3,993	240	4,233	3.981	244	4.225
Riau	3.213	480	3.693	3.218	509	3.727	3.200	514	3.714
Kep. Riau	683	251	934	684	278	962	683	280	963
Jambi	2.336	124	2.460	2.314	132	2,446	2.314	138	2,452
Sumatera Selatan	4.301	370	4.671	4.295	390	4.685	4.292	399	4.691
Bangka Belitung	756	57	813	757	59	816	760	62	822
Bengkulu	1.302	77	1.379	1.305	83	1.388	1.304	87	1.391
Lampung	4.364	329	4.693	4.368	361	4.729	4.356	370	4.726
Kalimantan Barat	4.134	262	4.396	4.151	275	4,426	4.130	275	4.405
Kalimantan Tengah	2.432	201	2.633	2,433	210	2.643	2,417	211	2.628
Kalimantan Selatan	2.774	140	2.914	2.781	154	2.935	2.771	158	2.929
Kalimantan Timur	1.656	225	1.881	1.661	238	1.899	1.653	242	1.895
Kalimantan Utara	432	38	470	435	43	478	435	44	479
Sulawesi Utara	1.374	855	2.229	1.377	859	2.236	1.361	854	2.215
Gorontalo	919	22	941	920	24	944	896	27	923

Province	2018/2019			2019/2020			2020/2021		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Sulawesi Tengah	2.661	232	2.893	2.670	237	2.907	2,669	240	2.909
Sulawesi Selatan	6.158	286	6.444	6.156	309	6.465	6,085	307	6.392
Sulawesi Barat	1.299	23	1.322	1.300	29	1.329	1.298	27	1.325
Sulawesi Tenggara	2.258	64	2.322	2.249	71	2320	2,253	71	2.324
Maluku	1.242	539	1.781	1.259	532	1.791	1,261	532	1.793
Maluku Utara	1.102	205	1.307	1.107	206	1.313	1.102	208	1.310
Bali	2.319	128	2.447	2.319	133	2,452	2,306	135	2,441
Nusa Tenggara Barat	3.006	181	3.187	3.010	213	3.223	3.011	223	3.234
Nusa Tenggara Timur	3.287	1.792	5.079	3,339	1,808	5,147	3,348	1810	5.158
Papua	1.580	932	2.512	1,627	959	2.586	1,612	951	2.563
Papua Barat	637	398	675	675	396	1.071	677	395	1.072
Luar Negeri*							86	41	127
	131.680	16.813	148.673	131.879	17.556	149.435	131.058	17.685	148.743

Note:  
Previous years data are included in DKI Jakarta provine

The existence of private schools helps the government in efforts to educate all the lives of Indonesian people; their existence is very much needed and complements each other with public school. Private schools are generally under the auspices of foundations or organizations that are legally incorporated (Aribawa, 2021). One of the advantages of private schools is the flexibility in implementing extra curricula, such as bilingual classes or being affiliated with international curricula. In terms of financing, private schools as paid schools can determine the cost of education according to the educational services offered and the competitiveness of the school. Because of their ability to mobilize financial resources, many private schools do not receive any government assistance in providing education. However, becoming a superior private school certainly requires consistent sincerity and professionalism in managing it. Private schools need to continue to promote schools from time to time to strengthen their presence. All organizational resources need to be mobilized for the optimal achievement of school goals.

One of the private schools at the basic education level, which until now continues to work on improving its performance, is the Global Mandiri School (SGM). SGM is under the management of Perkumpulan Dian Bangsa and consists of two schools in Bogor Regency, West Java, and East Jakarta Municipality. Global Mandiri Cibubur Private Elementary School (SDS) was established on May 1, 2003, while SDS Global Mandiri Jakarta in 2010. Global Mandiri School is a public school that uses the National Curriculum by implementing an English Environment so that students are active in English. Global Mandiri School values pluralism, namely, understanding diversity in diversity. The learning method is designed to optimize all potential students regarding attitude, skills, and knowledge supported by facilities, infrastructure, and competent human resources. Students learning outcomes have the character of being independent, superior, disciplined, and able to compete in the global era. Adaptive, creative, and active learning activities are prepared so that students can explore themselves in developing their cognitive skills and character optimally. Arts and culture development is also encouraged to build an attitude of love for the motherland, self-confidence, responsibility, and teamwork. This is in line with the mission of the Global Mandiri school, which is to manage and develop

schools independently, provide a quality education system that considers the abilities of individual students, apply values and rules in a society consistently, prepare international standard resources and build national and international networks.

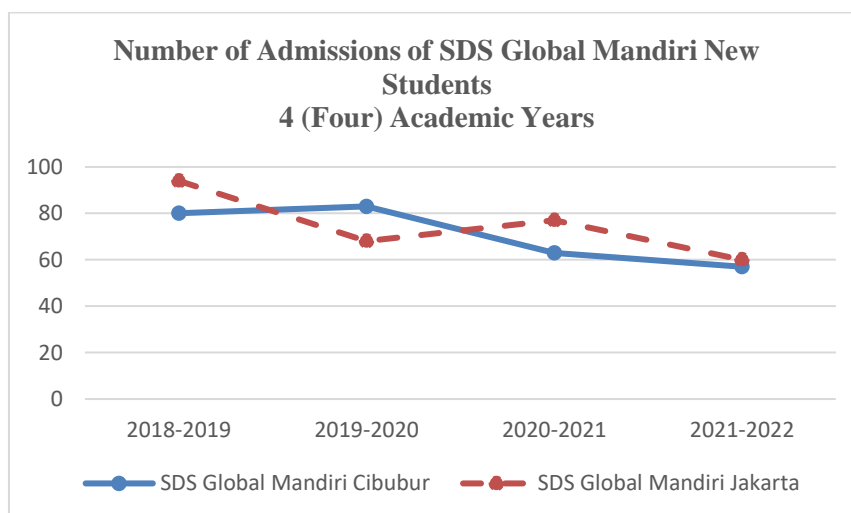
In the era of globalization that has entered various aspects of our lives, self-quality is very decisive in the competition for mastery of science and technology and foreign languages to improve our standard of living (Supriadi, 2016). This self-quality improvement must start as early as possible, starting from Kindergarten and Elementary School. Global Mandiri School has anticipated this by providing complete facilities and infrastructure and teachers with an international perspective. This school's first responsibility is to parents and everyone who entrusts their children to get a good education. In fulfilling this mandate, everything is done, both in the teaching and learning process, and the provision and use of facilities must be of high quality to feel safe entrusting their children and children to this school.

In the last four years, Global Mandiri Private Elementary School has experienced a downward trend or reduced number of students. Especially during the Covid-19 pandemic, it significantly impacted the acceptance of new students. The decrease in the number of students had an impact on downsizing the number of study groups because they could not meet student targets, which impacted reducing teaching staff. The percentage decrease in the number of students at SDS Global Mandiri Cibubur was 14%, while the decrease in students at SDS Global Jakarta was 22%. The decreasing number of students can be seen in Table 2. and Figure 1 following:

**Table 2. Number of New Student Admissions (PSB) SDS Global Mandiri 2018–2021 Academic Year**

School year	2018-2019		2019-2020		2020-2021		2021-2022	
Location	SGM Cibubur	SGM Jakarta	SGM Cibubur	SGM Jakarta	SGM Cibubur	SGM Jakarta	SGM Cibubur	SGM Jakarta
The number of students	80	94	83	68	63	77	57	60

Source: Administration of Admissions of SDS Global Mandiri New Students



**Figure 1. PSB SGM TA Elementary School. 2018-2021**

Based on this data, over the last four years, parents have declined interest in sending their children to SDS Global Mandiri Cibubur and Jakarta. This has made school management feel the need to find a solution through a strategy to increase parents' interest in sending their children to Global Mandiri

School. The strategy to increase parental interest by Global Mandiri Elementary School is closely related to the expectations of service users (parents) and the factors determining parents' interest in choosing private schools.

To find strategies to increase orangutan interest, an initial survey was conducted to find out the factors that influence parental interest, carried out from 16 to September 21, 2021. Based on the results of the initial survey, it was found that parents' interest in sending their children to Global Mandiri Elementary School in Bogor Regency and East Jakarta Municipality still needs to be improved. This survey used 20 questions regarding the interest in sending their children to school, distributed to 28 respondents from two Global Mandiri Elementary School locations. The questionnaire was compiled based on indicators of interest in sending children to school, namely: (1) suitability of needs, (2) belief in choice, (3) interest in the offer, (4) hope in choice, (5) habit patterns, and (6) Preferential interest. The results obtained show the following data:

1. 32.14 % of parents have yet to experience educational services following their children's educational needs.
2. There 32.14% of parents still need to figure out the school of choice for their children.
3. There were 3.5.71 % of parents interested in registering at school, not because they were interested in the offers given by the school.
4. There 29.46 % of parents' expectations of the choice of enrolling their children have yet to be fulfilled by the school.
5. 34.52% of parents have not made information or activities on school social media a habitual pattern.
6. 28.57 % of parents have yet to make this school their first choice (preferential interest).

This initial survey indicates that parents' interest in the Global Mandiri School still needs to be as expected. Overall, the percentage of parents' interest in sending their children to Global Mandiri Schools is still below 70%. Thus the importance of parental interest in choosing a school for their children; so if this condition is allowed to continue, there is a risk of decreasing interest from year to year, leading to the school's sustainability. Based on these initial findings, it is necessary to pursue a more in-depth study to reveal and analyze what factors influence parents' interest in sending their children to private schools such as the Global Mandiri School so that improvements and improvements can be made.

Based on a review of the national and international journal literature for the last three years, namely between 2019-2021, shows that the research theme of parental interest still has opportunities to continue to be researched and developed. The following are several journals of interest from various countries. Some of the results of similar studies used as material for consideration in this study are: Research (Mujid & Andrian, 2021) research results show that brand image, service quality, and price simultaneously affect interest in continuing school. The second study was conducted by (LENI, 2021). The results showed that recommending schools that wish to increase the number of students should increase the dominant factors that parents consider in choosing a school for their children, namely product, process, price, human resources and location, and the foundation of religious philosophy, the school's positive image so far.

Furthermore, the third research was conducted by (Nugroho & Cahyono, 2017). The results show that promotion, image, and service quality significantly affect prospective students' interest. The fourth study was conducted by (Fitriana & Triwiyanto, 2015), describing the foundation's strategy, impact, constraints, and solutions to attract parents' interest in sending their children to UM laboratory schools.

The studies that have been described show that the theme of interest in choosing a school, especially private schools, among parents is still a concern of many parties. Based on the background

above, this research aims to find out and analyze modeling and optimizing the strengthening of parents' interest in sending their children to private schools.

**METHODS**

This study uses primary, qualitative, quantitative, and research analysis methods. This quasi-qualitative research was conducted at 2 (two) Global Mandiri Schools in East Jakarta and Bogor Regency. The qualitative research was carried out for 5 (five) months, from November 2021 to February 2022, gradually starting from preparing research proposals to establishing research hypothesis findings. Data collection was carried out by interviewing informants or informants at school.

The quantitative research method in this study is a continuation of the qualitative research that has been done before. Quantitative research will be carried out for 9 (nine) months in stages, from the preparation of research proposals and examination of proposals to the preparation of research results seminars. The population used in this study was 430 students at the Global Mandiri School in Cibubur and 340 at the Global Mandiri School in Jakarta. The sampling technique used was proportional random sampling based on the Trao Yamane formula to obtain a sample of 264 people. Data collection techniques in this study used questionnaires for respondents—data analysis techniques using research hypothesis testing.

**RESULTS AND DISCUSSION**

**Hypothesis test**

**Table 3. Recapitulation of Hypothesis Testing Results**

hypothesis	Statistic test	Decision	Conclusion
Service quality (X <sub>1</sub> ) has a positive and significant direct effect on parents' interest (Y)	H <sub>0</sub> :β <sub>y1</sub> ≤ 0 H <sub>1</sub> :β <sub>y1</sub> > 0	H <sub>0</sub> is rejected	It has a direct positive and significant impact
Promotion (X <sub>2</sub> ) has a direct positive effect and is significant to parents' interest (Y)	H <sub>0</sub> :β <sub>y2</sub> ≤ 0 H <sub>1</sub> :β <sub>y2</sub> > 0	H <sub>0</sub> is rejected	It has a direct positive and significant impact
Organizational image (X <sub>3</sub> ) has a positive direct effect and is significant to parents' interest (Y)	H <sub>0</sub> :β <sub>y3</sub> ≤ 0 H <sub>1</sub> :β <sub>y3</sub> > 0	H <sub>0</sub> is rejected	It has a direct positive and significant impact
Service quality (X <sub>1</sub> ) has a positive and significant direct effect on the organizational image (X <sub>3</sub> )	H <sub>0</sub> :β <sub>31</sub> ≤ 0 H <sub>1</sub> :β <sub>31</sub> > 0	H <sub>0</sub> is rejected	It has a direct positive and significant impact
Promotion (X <sub>2</sub> ) has a positive and significant direct effect on the organizational image (X <sub>3</sub> )	H <sub>0</sub> :β <sub>32</sub> ≤ 0 H <sub>1</sub> :β <sub>32</sub> > 0	H <sub>0</sub> is rejected	It has a direct positive and significant impact
Quality of service (X <sub>1</sub> ) has a positive and significant indirect effect on parents' interest (Y) through organizational image (X <sub>3</sub> )	H <sub>0</sub> :β <sub>y31</sub> ≤ 0 H <sub>1</sub> :β <sub>y31</sub> > 0	H <sub>0</sub> is accepted	Indirect positive and significant impact
Promotion (X <sub>2</sub> ) has a positive and significant indirect effect on parental interest (Y) through organizational image (X <sub>3</sub> )	H <sub>0</sub> :β <sub>y32</sub> ≤ 0 H <sub>1</sub> :β <sub>y32</sub> > 0	H <sub>0</sub> is accepted	The indirect positive effect is not significant

**Table 4. Results of Hypothesis Testing Analysis**

Vari a bell	Path coefficient	t <sub>count</sub>	t <sub>table</sub>	Test Decision
X <sub>1</sub> over Y	β <sub>Y1</sub> = 0.333	6,366	1,970	H <sub>0</sub> is rejected, and H <sub>1</sub> is accepted. There is a positive direct effect of service quality on parental interest
X <sub>2</sub> over Y	β <sub>Y2</sub> = 0.236	4,705	1,970	H <sub>0</sub> is rejected, and H <sub>1</sub> is accepted. There is a positive direct effect of promotion on parental interest.
X <sub>3</sub> over Y	B <sub>Y3</sub> = 0.318	6,092	1,970	H <sub>0</sub> is rejected, and H <sub>1</sub> is accepted. There is a positive direct effect of promotion on parental interest
X <sub>1</sub> over X <sub>3</sub>	β <sub>X1X3</sub> = 0.385	6,762	1,970	H <sub>0</sub> is rejected, and H <sub>1</sub> is accepted. There is a positive direct effect of service quality on organizational image



Vari a bell	Path coefficient	t <sub>count</sub>	t <sub>table</sub>	Test Decision
X <sub>2</sub> over X <sub>3</sub>	$\beta_{X_2X_3} = 0.255$	4,465	1,970	H <sub>0</sub> is rejected, and H <sub>1</sub> is accepted. There is a positive direct effect of promotion on organizational image
X <sub>1</sub> over Y through X <sub>3</sub>	$\beta_{YX_{13}} = 0.122$	2,625	1,970	H <sub>0</sub> is rejected, and H <sub>1</sub> is accepted. There is a positive indirect effect of service quality on parental interest through organizational image
X <sub>2</sub> over Y through X <sub>3</sub>	$\beta_{YX_{23}} = 0.081$	1,930	1,970	H <sub>0</sub> is rejected, and H <sub>1</sub> is accepted. There is a positive indirect effect of promotion on parental interest through the corporate image.

### Discussion of Research Hypothesis Testing Results (Model Test)

#### Effect of service quality (X<sub>1</sub>) on parents' interest (Y)

This study proves a significant positive direct effect of service quality on parents' interest in sending their children to school ( $\beta_{y1} = 0.333$ , Sig <0.05). The more robust service quality will increase parents' interest in sending their children to Global Mandiri Elementary School. These findings provide empirical evidence that improving service quality can impact increasing parental interest. This study's results align with research conducted by (Azkiyah et al., 2020) in a journal entitled Effects of the Quality of academic services and Promotion on the Interest of new students in Madrasahs. The data analysis results show a significant effect of the quality of academic services on the interest of new students of 0.402 or 40.2%.

These findings indicate that if SDS Global Mandiri wants to immediately increase parents' interest in sending their children to school, it cannot be delayed to improve service quality immediately or strategically. Services are said to be of quality if schools can provide products and services (services) following parents' wishes, needs, and expectations. High service quality in the form of reliability and consistency in providing service quality standards will generate good perceptions among parents, thus generating interest in getting to know the school further.

#### Effect of promotion (X<sub>2</sub>) on parental interest (Y)

This study proves a significant positive direct effect of promotion on parents' interest in sending their children to school ( $\beta_{y1} = 0.236$ , Sig <0.05). This means that the stronger the promotion will increase parents' interest in sending their children to Global Mandiri Elementary School. These findings provide empirical evidence that increased promotion can impact increasing parental interest. This study's results align with research conducted by (Chusanawati & Purwinarti, 2015) in a journal entitled "The effect of promotion on interest in studying at the Jakarta State Polytechnic," it is known that the promotion variable has a significant relationship with interest in college. The correlation value between promotion and interest in a college is 0.489, which has a strong level of relationship, while the correlation coefficient between promotion and interest is 0.611.

These findings indicate that if SDS Global Mandiri wants to immediately increase parents' interest in sending their children to school, it cannot be delayed to increase promotion immediately strategically. The promotion has an important role, considering that promotion is a way to get new students for a school. With proper and effective promotion, a school can get students according to the expectations and capacity of the school.

#### Effect of organizational image (X<sub>3</sub>) on Parents' Interest (Y)

This study proves a significant positive direct effect of corporate image on parents' interest in sending their children to school ( $\beta_{y1} = 0.318$ , Sig <0.05). That is, the stronger the school's image, the more parents are interested in sending their children to Global Mandiri Elementary School. These findings provide empirical evidence that improving school image can increase parental interest. The results of this study are in line with research conducted by (Nugroho & Cahyono, 2017) in a journal entitled Imaging, Promotion, and Service Quality on Interest in Studying at Diploma III Program STIESIA Surabaya; it is known that organizational image variables have a significant relationship with

interest in studying at school the. The correlation value between corporate image and interest in a college is 0.404, which has a moderate level of relationship, while the correlation coefficient between corporate image and interest in a college is 0.687.

SDS Global Mandiri wants to increase parents' interest in sending their children to school, so strategic efforts are immediately made to create a positive image in the community, and the programs implemented can create a good impression in the eyes of the public. The characteristics of SD Global Mandiri are understood according to the expectations of the community; the purpose of this school's presence is believed to be able to improve the quality of student education in terms of cognitive, affective, and psychomotor in accordance with educational goals, educating the life of the nation and forming generations that are independent, superior, disciplined and globally competitive according to the school's vision. In addition, Global Mandiri Elementary School is an educational institution with a high participation level by holding humanitarian programs in the school environment and its surroundings. The reputation that has been formed from the activities that Global Mandiri Elementary School has carried out has given confidence to the community; this is based on personal experience and other parties, such as the output of education in schools has positive implications for student development, this can be seen both in terms of ability and academic quality and non-academic.

#### **Effect of service quality ( $X_1$ ) on Organizational Image ( $X_3$ )**

This study proves a significant positive direct effect of service quality on the corporate image ( $\beta_{31} = 0.385$ , Sig <0.05). That is, more robust service quality will improve the organization's image. These findings provide empirical evidence that improving service quality can have an impact on improving corporate image. This study's results align with research conducted by (Ekawarna et al., 2021) in a journal entitled Effects of service quality, trust, and corporate image on parental satisfaction at Alfalah Islamic Middle School, Jambi City. From the results of this study, it was found that there was a direct effect of service quality on school image, namely 0.471, with a significant level of  $0.000 < 0.05$ . Thus H1 is accepted. This means there is a direct effect of service quality on school image of 0.471.

If all Principals, teachers, and staff of Global Mandiri Elementary School in management can work together in improving service quality in various aspects such as the availability of good physical evidence in schools, ability, and intelligence, innovativeness of teachers and staff, the responsiveness of school staff to students, parents, stakeholders, and the surrounding environment, establishing good relationships with parents and the surrounding community will be able to improve the image of Global Mandiri Elementary School. Well established in the eyes of parents and the surrounding community, and able to contribute to the school, in general, to improve corporate image through good quality education services. Conversely, if management cannot maintain service quality, it will create a negative image in the eyes of customers and the surrounding community.

#### **Effect of Promotion ( $X_2$ ) on Organizational Image ( $X_3$ )**

This study proves that there is a significant positive direct effect of promotion on the corporate image ( $\beta_{31} = 0.255$ , Sig <0.05). That is, the stronger the promotion will improve the organization's image. These findings provide empirical evidence that increased promotion can impact improving the image of Global Mandiri Elementary School. The results of this study are in line with research conducted by Hamsinah (2020) in a journal entitled "The Influence of Brand Image, Promotion, Price, and Quality of Service on Study Decisions at Sahid Polytechnic," it is known that the results of the hypothesis analysis in this study found the number count is 0.662 (66.2%) which shows that the percentage contribution to the influence of the independent variables namely brand image, promotion, price and service quality on the dependent variable is the decision to study at Sahid Polytechnic by 66.2%. College decision variables can be explained or influenced by brand image, promotion, price,

and service quality variables by 66.2%, while 33.8% are explained or influenced by other variables not examined.

School promotion to the community is an important step and a determinant of success in improving the school's image because promotion is a form of communication with the community. In the promotion aspect, Global Mandiri Schools must increase various efforts in carrying out promotions. The form of promotional activities is carried out conventionally through the parents of students; this promotion is through word of mouth carried out by parents of Global Mandiri students who have experienced the educational services at Global Mandiri Elementary School to recommend to other parents. They are conducting Open House activities and visits to other schools (canvassing) that do not have a higher level at the intended school. Open Booth activities in collaboration with Housing and Malls can be carried out to introduce schools to the broader community. Then promotion through print media by making banners, flyers, and brochures. Digital promotion through social media: Facebook, Instagram, Website, Tiktok and Youtube, which Global Mandiri School has carried out in the form of posters, photos, activity videos, and testimonials are activities to disseminate information, persuade and influence the public to be willing to join, and be loyal or have interest in Global Mandiri Elementary School.

#### **The indirect effect of service quality ( $X_1$ ) on parental interest through corporate image ( $X_3$ )**

This study proves a significant positive indirect effect of service quality on parents' interest through organizational image ( $\beta_{y31} = 0.122$ , Sig < 0.05). In other words, mediation occurs. This means that the organizational image variable plays a role in mediating the effect of service quality on parental interest. The results of this study are in line with research conducted by (Mujid & Andrian, 2021) regarding "Brand image strategy, service quality, and price on interest in continuing school," from this study, it can be seen that the coefficient of determination obtained is 0.773 or in other words the variable image brand, service quality, and price have a significant influence on the variable interest in continuing school by 77.3%, while other variables outside the research influence the remaining 22.7%.

Service quality is one of the factors that can affect the organization's image of the school. Service quality will encourage schools to improve their corporate image. The findings obtained in this study identified that if a school has a high level of service quality and organizational image, these two variables simultaneously contribute to an increase in parental interest. This proves that by maintaining service quality, namely always providing excellent service, both from school programs, teaching and learning activities, school facilities that are always in good condition, ease in administrative processes and communication with the school, it will provide excellence in education services so that increasing the perception of the image from the minds of parents at Global Mandiri Elementary School which in turn generates parental interest and will continue to use Global Mandiri school education services.

#### **The indirect effect of promotion ( $X_2$ ) on parental interest through organizational image ( $X_3$ )**

This study proves that there is a positive indirect effect that is not the significant promotion of parental interest through corporate image ( $\beta_{y31} = 0.081$ , Sig < 0.05). The direct effect of the promotion variable on parental interest is greater than the indirect effect. This condition indicates that corporate image as an intervening variable in this study is not strong enough to support the effect of promotion on parental interest. The corporate image does not mediate, where the direct effect is stronger than the indirect effect. In other words, the promotion has a more significant direct effect without going through the organization's image. If you want to increase parental interest, it will be more efficient when carried out directly through promotion. The results of this study contradict research conducted by (Hasibuan et al., 2022) concerning "The Influence of Corporate Image and Promotion on Public Interest using the Hasanah Card," providing research results that corporate image t-count  $2.237 >$  from t-table 2.026 with a significant below 0.05 which means that part, the corporate image has a positive and significant effect

on public interest. The t-count value of the promotion is  $5.567 > t\text{-table } 2.026$  with a significance below 0.05 which means that partial promotion has a positive and significant effect on public interest.

These findings indicate that the school's promotion has attracted parents to directly choose Global Mandiri Elementary School for their children. The image of a school already known by the wider community only becomes a mediation for promotions carried out with careful planning to attract parents' interest. This is because the promotional media used already represents the school's characteristics to influence the wider community's curiosity about Global Mandiri Elementary School.

#### **Discussion on the Implementation of the "Optimization Model" based on SITOREM Analysis**

In the SITOREM analysis stage, the first stage analyzes the contribution of service quality, promotion, and corporate image to parental interest. This analysis uses a formula to calculate the coefficient of determination in the linearity test. Next, the order of the relationship between variables is arranged based on the highest correlation coefficient from the previous path analysis calculation results. Then, in the second stage, research indicators were analyzed, which was obtained from the average score of each indicator of each research variable. This score is a description of the actual condition of these indicators from the point of view of the research sample. The third stage is an analysis technique of the results of correlational research to determine the weight of the research variables indicators. This requires an expert's assessment. In this study, the expert assessment was carried out by Prof. Dr. Soewarto Hardhienata. After obtaining the average score of the research results on each indicator and weight, the fourth stage analyzes the classification of variable research indicators prioritized to be repaired, maintained, or developed. This analysis found that 14 indicators were maintained/developed, and five indicators were prioritized for improvement.

#### **Discussion of Exploratory Research Results**

##### **a. Research Theme**

Based on preliminary survey data and facts regarding the interests of parents of Global Mandiri Private Elementary School on September 19, 2021, using a questionnaire, it was concluded that parents' interests need attention. Schools must improve conformity with needs, beliefs in choices, interest in offers, expectations of choices, patterns of habits, and preferential interests. The indications of the problems above are considered to be a benchmark that parents' interest is still low in sending their children to Global Mandiri Schools.

##### **b. Pre-Modeling**

Identifying other variables suspected of having a relationship or influencing the innovation variable was conducted by interviewing 12 parents of students representing 2 Global Mandiri schools, Jakarta and Cibubur. From the identification results obtained, 3 (three) variables, namely, service quality, promotion, and corporate image.

##### **c. Modeling**

Referring to the identification results in the pre-modeling stage, the research constellation and hypothesis are determined. There is one intervening variable, namely the organizational image variable. For that, they tested the research hypothesis using path analysis techniques.

##### **d. Pre-Model Test**

At this triangulation stage, the correlation formulation and research hypotheses were then verified by experts. The expert who is the assessor in this process is Prof. Soewarto Hardhienata, Dr. Rita Retnowati, MS, and Dr. Dian Wulandari, S.Psi, M.Pd. The results of the expert's assessment of these variables can be continued without revision, meaning that the research constellation formulated by the researcher follows the theoretical description and frame of mind, and the research hypothesis follows the research constellation.

### Discussion on Optimal Recommendations

The purpose and use of SITOREM analysis are to optimize the variable research indicators, either through improvement, maintenance, or development. The following is the result of the priority sequence of indicators for the SITOREM analysis.

**Table 5. Sitorem Analysis Result**

Sitorem Analysis Results	
Priority Indicators to be fixed soon	Indicator maintained/developed
1 <sup>st</sup> Guarantee and certainty ( <i>Assurance</i> )	Tangibles
2 <sup>nd</sup> Empathy	Responsiveness
3 <sup>rd</sup> Reputation	Reliability
4 <sup>th</sup> Advertising ( <i>Advertising</i> )	Organizational Identity ( <i>Corporate Identity</i> )
5 <sup>th</sup> Personal selling	Organizational Values ( <i>Value</i> )
	Personality
	Sales promotion ( <i>Sales Promotion</i> )
	Public Relations
	Compatibility with needs
	Confidence in choice
	Preference Interests
	Hope for choice
	Interested in the offer
	Habit pattern

### CONCLUSION

It can be concluded that strategies and ways to increase parental interest. The strategy to increase parents' interest in sending their children to school is to strengthen the variables that have a positive and dominant influence on parents' interest in sending their children to private schools, namely through strengthening Service Quality, Promotion, and Organizational Image. The way to strengthen the service quality variable is to improve the still weak indicators, namely assurance and empathy, as well as maintain the already good indicators, namely tangibles, responsiveness, and reliability. Then the way to strengthen the promotion variable is to improve the weak indicators, namely advertising and personal selling, and to maintain good indicators, namely sales promotion and public relations. The way to strengthen the organizational image variable is to improve the weak indicators, namely the reputation indicator, and to maintain good indicators, namely corporate identity, values, and personality.

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