



The influence of quality, reputation, social media marketing, emotional value, spiritual value, and word of mouth on intention to enroll in private schools

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ABSTRACT

The study aims to analyze the factors that influence parents' intentions in choosing private schools for their children in and around Jakarta. The research method used is quantitative, with surveys conducted through the distribution of online questionnaires. The factors analyzed included spiritual value, quality, reputation, social media marketing, emotional value, and word of mouth. The results of a study with 180 respondents using PLS-SEM showed that all these factors had a significant influence on parents' intentions to enroll their children in private schools. Based on IPMA analysis, emotional value factors have the strongest influence, followed by reputation, social media marketing, word of mouth, spiritual value, and quality. The managerial implications of this study emphasize the importance of focusing on activities that enhance positive emotions, strengthening reputation, quality of service, and effective marketing strategies. The research has made important contributions to understanding the factors that influence parents' intentions in choosing private schools, as well as providing insights for private schools to focus on these factors in order to increase parents' interest in selecting their schools.

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INTRODUCTION

Indonesia's education system faces significant challenges, as reflected in its global ranking – 65th out of 203 countries (worldtop20.org, 2024). This positioning, alongside the rapid expansion of the middle class, which is projected to comprise 70% of the population by 2030 (World Bank, 2023), has intensified the demand for quality education, particularly in urban centers such as Jakarta. As the population's socio-economic status improves, expectations for better educational services naturally follow, creating both opportunities and challenges for the education sector.

In response to this growing demand, the private education sector has surged, with private schools now comprising 77.37% of all educational institutions in Jakarta (Center for Education and

Communication Technology Data, 2023). However, a recent shift has been observed, with a decrease in the number of private schools within Jakarta itself, accompanied by an increase in surrounding regions. This geographic redistribution prompts an important question: what drives parents' preferences in selecting private schools for their children, and how are these decisions evolving?

Research by Perwita & Widuri (2023) sheds light on key factors that influence parental choice of private schools, such as academic success, teacher quality, and the availability of comprehensive school facilities. Additionally, the Indonesian Internet Service Providers Association (APJII, 2023) highlights the growing role of the Internet, reporting that 73% of urban parents rely on online resources as their primary means of evaluating schools. This shift underscores the critical importance of a strong digital presence for schools in today's highly connected society.

Despite these insights, there is still a significant gap in understanding how these factors – academic success, facilities, and digital presence – interact in the specific context of Jakarta and its surrounding regions. Therefore, this study aims to explore these dynamics more deeply, focusing on how emotional value, reputation, social media marketing, word of mouth, spiritual value, and quality influence parents' decisions to enroll their children in private schools. By examining these factors, we seek to provide a clearer picture of the motivations driving school enrollment choices. In line with this, the study also seeks to bridge the gap between theoretical frameworks and practical application. By doing so, it will provide a deeper understanding of how factors such as spirituality, quality, and reputation converge to influence enrollment decisions.

One critical element influencing enrollment intentions is spirituality, which fosters alignment with higher values and guides meaningful life choices (Nagoya et al., 2021). In the Indonesian context, where values and personal beliefs are integral to education, the spiritual environment of an institution significantly affects parents' decisions (Hodge & Reynolds, 2019). This factor cannot be overlooked, particularly for institutions that emphasize moral and spiritual development as part of their educational offerings. Beyond spirituality, quality remains a cornerstone in shaping both reputation and enrollment decisions. The quality of facilities, academic achievements, and teacher performance directly impacts the school's reputation and the learning environment it creates (Nasikah & Fuadi, 2022; Tiara Octavia et al., 2020). A strong reputation, in turn, enhances trust and credibility, positioning a school as an attractive choice for parents seeking the best for their children (Kumoro & Krisprimandoyo, 2023; Ngan & Khoi, 2020).

In today's digital age, social media marketing has emerged as a powerful tool for schools to build emotional connections with prospective students and parents. Platforms like Facebook and Instagram enable schools to engage their audience, boost brand image, and ultimately influence decision-making processes (Chen & Lin, 2019; Li et al., 2021). Emotional value – how parents and students feel about the institution – plays a crucial role in shaping enrollment intentions, as positive experiences foster a sense of belonging and satisfaction (Maharani & Purnamarini, 2022; Mingione et al., 2020). Additionally, word of mouth (WOM) continues to be one of the most influential factors in school choice. Personal recommendations from trusted individuals, particularly within close-knit communities, carry substantial weight and can directly impact perceptions of a school (Chandra, 2020; Nabilah & Nurtantiono, 2021). Schools with strong reputations and positive feedback are more likely to see higher enrollment as parents trust firsthand experiences from others.

The culmination of these factors – spirituality, quality, reputation, social media marketing, and WOM – collectively shapes the intention to enroll. Research by Nazidin et al., (2019) and Simiyu et al., (2020) highlights that program offerings, career prospects, family influence, and institutional reputation are key drivers of this decision-making process.

This study will utilize a research model that integrates and adapts constructs from previous research. By modifying the models proposed by Nagoya et al., (2021) and Achmadi (2023), we aim to understand both the direct and indirect effects of these factors on enrollment intentions. The resulting framework offers a theoretical foundation for understanding the dynamics at play in school selection, while also providing practical insights for marketing and recruitment strategies in private schools.

RESEARCH METHOD

The research design is underpinned by the principles of structural equation modeling (SEM), specifically employing the Partial Least Squares (PLS) method. This approach is well-suited for multivariate analysis with latent variables, as it can handle complex models and non-normal data distributions (Hair et al., 2022). The study's conceptual framework is operationalized through a series of hypotheses, which are tested using the collected data.

The research procedure followed a systematic approach. First, research objectives and hypotheses were established through a comprehensive literature review, identifying key variables including spirituality value, quality, social media marketing, word of mouth, reputation, and emotional value (Sekaran & Bougie, 2016). These hypotheses aimed to examine relationships with parents' intention to enroll. A five-point Likert scale questionnaire was developed and validated to ensure reliability (Sekaran & Bougie, 2016). The purposive sampling technique ensures that respondents accurately represent parents intending to enroll their children in private schools by setting specific selection criteria. In this study, purposive sampling was employed to select participants who met predetermined criteria (Sekaran & Bougie, 2016). The criteria included: (1) respondents must be parents planning to enroll their children in private schools and (2) they must reside in Jakarta and its surrounding areas. To further ensure adequate representation, a power analysis using G*Power software determined a minimum required sample size of 160 respondents (Sarstedt et al., 2022). The final sample consisted of 180 participants, enhancing the study's reliability. Data collection was conducted over one month via an online Google Forms survey, and Smart PLS version 4.0 was used for analysis, following Hair et al., (2022) guidelines for evaluating both measurement and structural models.

The study employed comprehensive testing methods for rigorous analysis. Reliability and validity testing of the measurement model utilized Cronbach's alpha and composite reliability for assessing reliability, while validity was determined through Average Variance Extracted (AVE) and discriminant validity using the heterotrait-monotrait ratio (HTMT). Hypothesis testing involved examining the structural model via bootstrapping to evaluate path coefficient significance, with significance established at $p < 0.05$, a 95% confidence interval, and t-statistic > 0.65 (one-tailed). To enhance model performance understanding, additional analytical techniques like Importance-Performance Matrix Analysis (IPMA) were implemented, providing deeper insights into the research findings.

Data acquisition was achieved through an online questionnaire distributed to the target population. The questionnaire was structured into two parts: demographic information and core questions related to the research objectives. The online platform used for data collection facilitated the direct input of responses into a database for subsequent analysis.

The research methodology employed in this study is designed to explore the factors influencing parents' intentions to enroll their children in private schools in the greater Jakarta area. The study adopts a quantitative research approach, utilizing a cross-sectional survey design to collect data at a single point in time. This section outlines the research chronology, including the design, procedure, testing methods, and data acquisition, supported by relevant references.

Table 1. Variable Operationalization

No	Variable	Definition	Indicators & Descriptions	Source & Scale
1	Spirituality Value (SPV)	Spirituality values also include dimensions inner self that involves the search for values universal ones allows individuals to find identity, understanding about connectedness, and empathy towards source of life (Raco et al., 2019)	SPV2: In my opinion, schools must have a spiritual vision SPV3: In my opinion, schools must have a spiritual mission. SPV4: I have hopes that my child will have good spirituality at school. SPV5: I was inspired by the spiritual values instilled in the school.	Nagoya et al., (2021) Scale likert 1-5
2	Quality (QUA)	Quality of a school is determined by how well it meets the expectations of the school community, including students, teachers, principals, and parents. Quality is assessed based on various tangible and intangible service aspects (Rashid, 2023).	QUA1: I am happy with a quality school QUA2: I'm happy with a school whose curriculum is well prepared. QUA3: I like schools that have good quality standards. QUA4: I like schools that have consistent performance	Nagoya et al., (2021) Scale likert 1-5
3	Reputation (REP)	Brand reputation refers to the perceived quality linked to a particular brand (Ngan & Khoi, 2020). It serves as an intangible asset that provides organizations with a competitive edge (Martín-Miguel et al., 2020).	REP3: I'm happy with a school that has a good reputation REP4: I'll check any academic program run by the school REP5: I'm sure the graduates of the school where my child is have acquired good science. REP6: Schools with strong prospects for growth in the future are important.	Nagoya et al., (2021) Scale likert 1-5
4	Social Media Marketing (SMM)	Social Media Marketing (SMM) involves leveraging social media platforms to advertise products or services, cultivate customer relationships, and enhance brand visibility and engagement with intended audiences (Li et al., 2021)	SMM1: I enjoy engaging in school social media marketing SMM2: The content presented on the school's social media is very interesting SMM3: The school's social media allows users to share a variety of information with friends SMM4: School social media gives me an opportunity to express my opinion SMM5: My opinion was responded to by school social media marketing SMM6: Through school social media, I am able to access the information I need SMM7: I get information about the program offered through the school's Instagram SMM8: The search for information through the school's social media is complete	Simiyu et al., (2019) Scale likert 1-5
5	Emotional Value (EMV)	Emotional value is the positive or negative emotional attitude of a consumer that arises after receiving or consuming a service or product. (Sweeney & Soutar, 2001).	EMV1: I was delighted when I got information from a leading school EMV2: I felt like getting an interesting surprise when getting promotional information from the school EMV3: I feel calm after getting promotional information from the school EMV4: I'm glad to get information from the school that meets my expectations	Nagoya et al., (2021) Scale likert 1-5
6	Word of Mouth (WOM)	WOM is a behavior of recommendation, referring to the customer's habit of sharing their experiences with friends and family through informal means of communication such as promotion from mouth to	WOM1: Information about the school can be obtained from the perchild closest to me. WOM2: My consultation with the family encouraged me to choose a school. WOM3: My information from friends encouraged me to choose a school for my child.	Nagoya et al., (2021); Scale likert 1-5

No	Variable	Definition	Indicators & Descriptions	Source & Scale
		mouth, with the aim of influencing their impressions. (Hameed et al., 2024).	WOM5: The reference from a friend made me confident in the school choice for my child. WOM6: The information I obtained about school for my child was positive.	
7	Intention to Enroll (ITE)	A thought or decision taken by someone to enroll in and join an educational institution or program (Nazidin Mohamed et al., 2019).	ITE1: I'm planning to enroll my child in a promoted private school. ITE2: I'm interested in enrolling my child in a private school that's being promoted. ITE3: I want to enroll my child in a prominent private school. ITE5: I'm interested in enrolling my child in a school that has the uniqueness ITE6: I'm interested in enrolling my child in a prestigious school. ITE7: I'm interested in enrolling my child in an innovative school.	Fazal-e-Hasan et al., (2018) Scale likert 1-5

Source : Result from data analysis (2024)

RESULTS AND DISCUSSIONS

The study conducted a quantitative analysis using survey data collected from 180 respondents who intended to enroll their children in private schools in the Jakarta area. The survey was administered online from March to April 2024, and the results were analyzed to understand the factors influencing the respondents' decision to enroll their children in private schools.

The study rigorously assessed construct reliability using multiple methods. Loading factors were examined, with values exceeding 0.708 indicating valid indicators (Hair et al., 2022). Cronbach's Alpha (CA) and Composite Reliability (CR) were calculated, with scores above 0.7 suggesting construct consistency (Hair et al., 2022). Convergent validity was evaluated using Average Variance Extracted (AVE), where values surpassing 0.50 demonstrate that constructs account for over half of their indicators' variance (Hair et al., 2022). Discriminant validity was gauged via the Heterotrait-Monotrait (HTMT) ratio, assessing p-values (<0.05) and t-statistics (>0.65) to confirm construct distinctiveness (Hair et al., 2022). Collectively, these assessments validate the measurement model's reliability and validity.

Table 2. The measurement model result

Construct/item	Loading	CA	CR	AVE
Spirituality Value (SPV)		0,894	0,926	0,758
SPV2	0,877			
SPV3	0,908			
SPV4	0,849			
SPV5	0,846			
Quality (QUA)		0,864	0,907	0,709
QUA1	0,866			
QUA2	0,851			
QUA3	0,848			
QUA4	0,801			
Reputation (REP)		0,792	0,865	0,615
REP3	0,776			
REP4	0,777			
REP5	0,785			
REP6	0,798			
Social Media Marketing (SMM)		0,911	0,928	0,618
SMM1	0,764			

Construct/item	Loading	CA	CR	AVE
SMM2	0,815			
SMM3	0,759			
SMM4	0,827			
SMM5	0,782			
SMM6	0,809			
SMM7	0,718			
SMM8	0,808			
Emotional Value (EMV)		0,865	0,908	0,712
EMV1	0,828			
EMV2	0,880			
EMV3	0,869			
EMV4	0,795			
Word of Mouth (WOM)		0,835	0,884	0,604
WOM1	0,723			
WOM2	0,737			
WOM3	0,841			
WOM5	0,787			
WOM6	0,792			
Intention to Enroll (ITE)		0,857	0,893	0,584
ITE1	0,807			
ITE2	0,827			
ITE3	0,819			
ITE5	0,703			
ITE6	0,711			
ITE7	0,707			

Table 3. HTMT test result

Variable	EV	ITE	QTY	REP	SMM	SPV	WOM
<i>Emotional Value (EV)</i>							
<i>Intention to Enroll (ITE)</i>	0,746						
<i>Quality (QTY)</i>	0,289	0,176					
<i>Reputation (REP)</i>	0,557	0,648	0,503				
<i>Social Media Marketing (SMM)</i>	0,581	0,534	0,114	0,403			
<i>Spirituality Value (SPV)</i>	0,197	0,300	0,146	0,182	0,281		
<i>Word of Mouth (WOM)</i>	0,663	0,626	0,160	0,475	0,431	0,157	

Tables 2 and 3 present the results of the measurement model analysis, demonstrating the reliability and validity of the study's constructs. Table 2 shows that all constructs have good internal consistency and convergent validity, with Cronbach's Alpha (CA) and Composite Reliability (CR) values exceeding 0.7, and Average Variance Extracted (AVE) values above 0.5. Factor loadings for individual items are also strong, mostly above 0.7. Table 3 displays the Heterotrait-Monotrait (HTMT) ratio results, which assess discriminant validity. All HTMT values are below 0.9, with most under 0.85, indicating that each construct measures a distinct concept. Together, these results support the robustness of the measurement model, providing a solid foundation for the study's findings and conclusions.

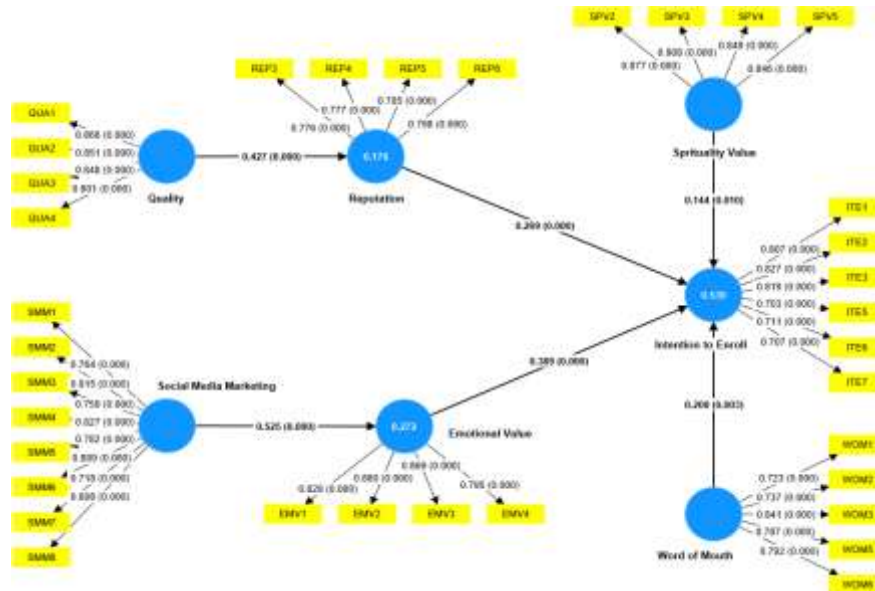


Figure 1. Inner Model

Table 4. Hypotheses testing result

	Hypothesis	Original sample	T-statistics	P-values	Result
H1	Spirituality Value -> Intention to Enroll	0,144	2,344	0,010	Supported
H2	Quality -> Reputation	0,427	6,337	0,000	Supported
H3	Reputation -> Intention to Enroll	0,269	5,225	0,000	Supported
H4	Social Media Marketing -> Emotional Value	0,525	8,298	0,000	Supported
H5	Emotional Value -> Intention to Enroll	0,389	5,550	0,000	Supported
H6	Word of Mouth -> Intention to Enroll	0,200	2,754	0,003	Supported
H7	Quality -> Intention to Enroll	0,115	4,138	0,000	Supported
H8	Social Media Marketing -> Intention to Enroll	0,204	4,360	0,000	Supported

Table 4, summarizes the results of hypothesis testing for the study, examining various factors influencing parents' intention to enroll their children in private schools. All eight hypotheses (H1-H8) are supported, with statistically significant relationships (p-values <0,05) between the examined variables. The strongest relationship is observed between Social Media Marketing and Emotional Value (H4, coefficient = 0,525), while the weakest, yet still significant, is between Quality and Intention to Enroll (H7, coefficient = 0,115). These findings indicate that Spirituality Value, Quality, Reputation, Social Media Marketing, Emotional Value, and Word of Mouth all positively influence Intention to Enroll, with varying degrees of impact. Additionally, Quality significantly affects Reputation, and Social Media Marketing strongly influences Emotional Value, providing valuable insights into the factors shaping parents' educational decisions.

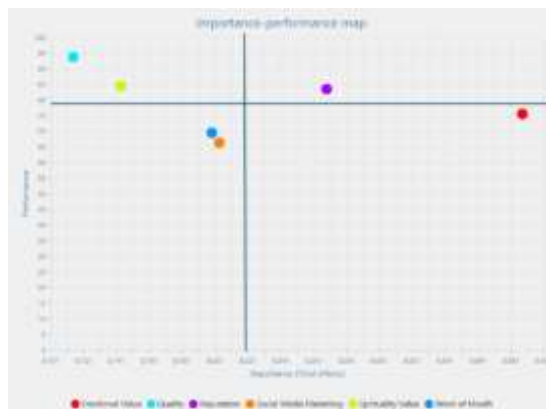


Figure 2. Importance-Performance Map (IPMA) Constructs

IPMA (Importance-Performance Matrix Analysis) helps schools identify and prioritize crucial areas that are underperforming by visually mapping out the importance and effectiveness of factors influencing parents' enrollment decisions. It categorizes these factors into quadrants, allowing schools to focus on high-priority areas that require immediate improvement. According to this analysis, emotional value is the top priority for enhancement, as it is highly important but currently underperforming. Reputation should be maintained as a strength, while social media marketing and word-of-mouth are considered lower-priority areas. Spirituality and quality may already be overinvested, suggesting that resources could be better reallocated to improve emotional value. The key is to focus on enhancing emotional value and reputation to increase enrollment intentions.

This study highlights key factors influencing parents' private school enrollment decisions (H1-H8): H1 shows spiritual values significantly impact enrollment (Nagoya et al., 2021). H2-H3 reveal that quality affects reputation, which in turn influences enrollment (Ngan & Khoi., 2020; Sofia et al., 2022). H4-H5 emphasize the role of social media marketing in enhancing emotional value (Solomon, 2020). H6 confirms that positive word-of-mouth recommendations attract new enrollments (Chandra, 2020). H7 indicates that reputation moderates the relationship between quality and enrollment (Rizard et al., 2023). Finally, H8 demonstrates that social media marketing directly influences enrollment intentions, further underscoring the importance of effective digital marketing strategies in education.

CONCLUSION

This quantitative study explores the factors influencing parents' intentions to enroll children in Jakarta's private schools by examining emotional value, quality, reputation, social media marketing, spirituality value, and word of mouth. The research tested eight hypotheses, supporting all of them and showing significant positive relationships between these variables. It aligns with previous studies by Achmadi (2023) and Nagoya et al., (2021), with modifications that reveal how the indirect effect of quality, moderated by reputation, influences enrollment intentions, and how social media marketing, moderated by emotional value, affects the decision to enroll. The study highlights the importance of creating emotional connections, maintaining a strong institutional image, and using social media to promote the school's excellence and achievements. Building on these findings, private schools can enhance their digital marketing strategies by sharing emotional content, such as videos of students appreciating teachers and parents, to foster trust and positive relationships. Promoting the school's reputation through alumni success stories, open house events, and school activities can further strengthen its

credibility. By selecting effective platforms such as Instagram, Facebook, and TikTok, schools can reach a broader audience. Additionally, showcasing spiritual programs and innovative offerings, like robotics, will make the school more appealing. These strategies are crucial for attracting and retaining students by meeting parents' expectations and creating a strong, positive school community.

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