

Research Article

The Influence of Service Quality and Digital Promotion on Parents' Decisions to Enroll Their Children at SD Global Maju Khatulistiwa in Southeast Pontianak District

Dafi Adira*, Helman Fachri

Faculty of Economics and Business, Universitas Muhammadiyah Pontianak, Pontianak, Indonesia, 78124

*Corresponding Author: dafiadira07@gmail.com

ABSTRACT

This study examines the influence of service quality and digital promotion on parents' decisions to enroll their children at SD Global Maju Khatulistiwa in Southeast Pontianak District. The research addresses increasing competition among primary schools, which requires institutions to not only improve internal service performance but also strengthen external communication through digital platforms. A quantitative approach with an associative research design was employed to analyze the relationships among variables. Data were collected through structured questionnaires distributed to 69 parents selected using stratified random sampling. The data were analyzed using multiple linear regression, supported by validity, reliability, and classical assumption tests. The results indicate that service quality and digital promotion both have a positive and significant effect on parents' school choice decisions, both partially and simultaneously. The regression analysis shows that service quality has a stronger influence than digital promotion, while the coefficient of determination reveals that both variables explain 42.7% of the variation in parents' enrollment decisions. These findings suggest that parents' decisions are shaped not only by the tangible quality of educational services but also by how effectively schools communicate their value through digital media. This study contributes to the literature on educational marketing by providing empirical evidence from the primary education context. Practically, the findings highlight the importance for schools to integrate service improvement with consistent and credible digital promotion strategies. Future research is encouraged to include additional variables, such as school image or tuition perception, to obtain a more comprehensive understanding of parents' school choice behavior.

Keywords: Service Quality; Digital Promotion; Parents' School Choice Decision

1. INTRODUCTION

Basic education occupies a strategic position because it is at this level that the foundations of literacy, numeracy, character, and children's learning habits are built systematically. The family, particularly parents, must play the primary decision-making role in determining the educational environment considered most capable of supporting children's academic and non-academic development. Therefore, choosing a school is not merely an administrative matter, but a decision that involves rational considerations: parents assess whether school services truly align with children's learning needs, are safe, comfortable, and able to provide long-term assurance of quality. In Pontianak City, this dynamic is increasingly evident in the Pontianak Tenggara District. Dapodik Kemendikdasmen data in 2025 show that there are 18 primary schools (public and private) actively operating in this district. This composition indicates real competition: schools are not sufficient merely to "exist," but must convince the public that they have added value that is relevant to parents' expectations. In such a situation, parents' decisions tend to be formed through evaluation of two aspects that are easiest to observe and compare, namely the quality of school services experienced/perceived, and the information received repeatedly through various communication channels.

Service quality becomes an important determinant because it represents an institution's ability to consistently meet service users' expectations. Service quality is understood as efforts to fulfill consumers' needs and expectations through high service standards so as to generate the expected level of satisfaction (Nurohman et al., 2025). School services do not stop at staff friendliness or administrative smoothness, but include the quality of the learning process, teacher competence, supporting facilities, and patterns of school-parent communication so that children's development can be monitored. Service quality influences parents' preferences in terms of understanding, thereby helping educational institutions design services that are more aligned with parents' expectations and able to meet children's educational needs (Amalia et al., 2024). In addition, service quality also heavily depends on the quality of internal interaction between buyers and sellers during the service process, meaning that quality is determined not only by "what" the school provides, but also by "how" the service is delivered (Kotler et al., 2024). For that reason, when service delivery is weak, enrollment decisions may also weaken, given that service quality plays a crucial role in enrollment decisions (Rizki et al., 2025).

Digital transformation has changed how educational institutions build public trust. Parents do not always begin information searching from direct visits; instead, they more often start by looking for the school's digital footprint. Digital marketing through social media and websites can be effective because it ensures information dissemination and builds efficient communication with prospective students (Kasih Sihole et al., 2025). In educational institutions, promotion allows schools to deliver information related to programs, facilities, advantages, and values offered to prospective students and parents (Elmi & Amaliyah, 2025). However, digital promotion is not automatically positive. An unfocused strategy, for example repetitive content, unclear PPDB information, or slow administrator responses, can instead reduce credibility. Conversely, a strong digital marketing strategy can shape public perceptions of the school, increase trust, strengthen a modern image, and improve parents' satisfaction with educational services (Riswanto, 2025). Thus, digital promotion does not merely "inform," but potentially becomes a mechanism of perception formation that ultimately influences decisions.

These conditions are relevant for understanding the phenomenon of SD Global Maju Khatulistiwa in Pontianak Tenggara District. This school was established in 2013, operates under the Lembaga Pendidikan Global Cahaya Khatulistiwa, and in 2021 relocated to a new building with more complete facilities. The school displays relatively competitive facilities, namely air-conditioned classrooms, a computer laboratory, a swimming pool, a library, a multimedia room, playground areas and a sports building, as well as routine health checks. From the program perspective, the school designs diverse curricula and activities (Kurikulum Merdeka, foreign languages, interfaith religious activities, skills, and extracurricular activities). From the human resources perspective, there are educators with S1 to S2 educational backgrounds as well as support from a psychologist and specialist subject teachers. Such a service package signals that the school seeks to offer "more" educational services compared with schools that rely only on core learning.

However, reading the completeness of facilities and programs alone is not sufficient to conclude why parents decide to enroll their children at SD Global Maju Khatulistiwa. The decision to enroll is the result of a decision-making process that involves consideration of available information before determining a final choice (Nadia et al., 2025). This decision also emerges as a response to competition between private and public schools, so parents need to evaluate various factors before choosing the right school (Fedriani et al., 2025). This means that although the school has excellent facilities and programs, parents' decisions still depend on how parents assess the actual service quality they experience/know, and how digital promotion shapes their beliefs and understanding of the school. In line with this, the decision to choose a school is influenced by factors that shape parents' assessments of educational institutions, both in terms of school quality and the information received by prospective parents (Elmi & Amaliyah, 2025).

Based on student registration and admission data, there has been an increase over the last three years (2023/2024–2025/2026), accompanied by an increase in total student numbers and school revenue from registration fees. Although these data show a growth trend, it must be emphasized critically that this trend has not answered the main research question, namely which factor most determines parents' decisions, whether service quality reflected in the quality of the learning process, facilities, and teacher competence, or digital promotion through Instagram, and how large the contribution of both is to parents' decisions to enroll their children. Without quantitative testing, conclusions can easily be biased. The increase in registrants could also be influenced by other factors such as the effect of building relocation, parents' social networks, informal recommendations, or local demographic dynamics.

Based on the description above, this research focuses on analyzing the influence of service quality (X1) and digital promotion (X2) on parents' decisions to enroll their children (Y) at SD Global Maju Khatulistiwa, Pontianak Tenggara District, using an associative quantitative approach so that relationships among variables can be tested objectively, measurably, and scientifically accountable.

2. RESEARCH METHOD

This study uses a quantitative approach with an associative design, because the research is conducted to explain and test the influence of service quality (X1) and digital promotion (Instagram) (X2) on parents' decisions to enroll their children (Y) at SD Global Maju Khatulistiwa. The quantitative approach is a research method based on the philosophy of positivism, used to examine certain populations or samples, with data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2017). The data used consist of primary data and secondary data. Primary data are collected directly by the researcher from the first source at the research site (Siregar, 2017). Primary data collection is carried out through interviews and questionnaires. Interviews are conducted directly with the owner of SD Global Maju Khatulistiwa, Mrs. Lili Pulungan, to obtain an overview of the school's challenges, strategies to attract parents' interest, and efforts to maintain public trust. The questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents to be answered (Sugiyono, 2017). The questionnaire instrument contains statements related to service quality, digital promotion, and the decision to enroll, with measurement using a five-point Likert scale. The Likert scale is used to measure respondents' attitudes, opinions, and perceptions of a particular object or phenomenon (Siregar, 2017), with response categories from Strongly Agree (5) to Strongly Disagree (1). Secondary data are obtained from sources that have been published or used by other parties, not by the primary processor (Siregar, 2017). In this study, secondary data come from school reports, previous research publications, documents from the Pontianak City Education Office, documentation of PPDB statistics, the profile of SD Global Maju Khatulistiwa, as well as traces of the school's promotional activities through Instagram. Population is the entire set of elements that become the area of research generalization (Sugiyono, 2017).

The population of this study is all parents of students at SD Global Maju Khatulistiwa in Pontianak Tenggara District totaling 218 people. A sample is part of the number and characteristics possessed by the population (Sugiyono, 2017). The sample size is determined using the Slovin formula with an error rate of 10% so that a sample size of 68.55 is obtained and rounded to 69 respondents. The sampling technique used is stratified random sampling, namely a technique used when the

population is not homogeneous and has proportional strata (Sugiyono, 2017). Sample allocation is carried out proportionally based on class strata (grades 1 to 6): grade 1 has 16 samples, grade 2 has 14 samples, grade 3 has 9 samples, grade 4 has 14 samples, grade 5 has 8 samples, and grade 6 has 8 samples, resulting in a total sample of 69 respondents. Respondents are selected with the following criteria: (1) parents who enroll their children at SD Global Maju Khatulistiwa, (2) have accessed information about SD Global Maju Khatulistiwa through Instagram, and (3) have considered choosing SD Global Maju Khatulistiwa. Research variables are anything determined by the researcher to be studied so that information is obtained and conclusions are drawn (Sugiyono, 2017). The independent variable is a variable that influences the dependent variable (Sugiyono, 2017), consisting of service quality (X1) and digital promotion (X2). The dependent variable is a variable influenced by independent variables (Sugiyono, 2017), namely parents' school choice decision (Y). Data analysis is carried out quantitatively/statistically to test predetermined hypotheses (Sugiyono, 2017).

Data processing uses SPSS, with stages including instrument testing through validity testing (using Product Moment correlation) to ensure statement items can measure the intended construct, and reliability testing using Cronbach's Alpha with the criterion that the instrument is reliable if the coefficient > 0.60 (Siregar, 2017). Next, classical assumption tests are conducted, including normality testing to assess residual distribution, multicollinearity testing with tolerance ≤ 0.10 or $VIF \geq 10$, and linearity testing to ensure the model specification is appropriate (Ghozali, 2018). Hypothesis testing is carried out using multiple linear regression analysis $Y = a + b_1X_1 + b_2X_2$ to examine the influence of service quality and digital promotion on parents' decisions, complemented by the correlation coefficient (R) to examine relationship strength, the coefficient of determination (R^2) to examine the contribution of independent variables to the dependent variable (Siregar, 2017), the simultaneous test (F) to assess the joint influence of independent variables, and the partial test (t) to assess the influence of each independent variable (Sujarweni (2022)).

3. RESULTS AND DISCUSSION

3.1 Test Research Instruments

3.1.1 Validity Test

The validity test is conducted to ensure that each statement item is truly suitable for use as a research instrument. The test is conducted by correlating the score of each item with the total score using the Pearson Validity technique. The validity level is determined by comparing the calculated r value and the table r value at a degree of freedom ($df = n - 2$). With a sample size of 69, $df = 67$ and the table r value is 0.199 at $\alpha = 0.05$. An item is declared valid if the r-count is greater than the r-table and has a positive value; conversely, an item is declared invalid if the r-count $<$ r-table. The validity test results are presented in Table 1.

Table 1. Validity Test Results

Variable	Indicator	r-count	r table	Description
Service Quality (X1)	X1.1	0.632	0.199	Valid
	X1.2	0.648		
	X1.3	0.500		
	X1.4	0.468		
	X1.5	0.479		
	X1.6	0.538		
	X1.7	0.596		
	X1.8	0.574		
	X1.9	0.610		
	X1.10	0.643		
	X1.11	0.623		
	X1.12	0.660		
	X1.13	0.612		
Digital Promotion (X2)	X2.1	0.743	0.199	Valid
	X2.2	0.758		
	X2.3	0.597		
	X2.4	0.667		
	X2.5	0.712		
	X2.6	0.667		
	X2.7	0.611		
	X2.8	0.773		
	X2.9	0.664		
	Y.1	0.581		
	Y.2	0.567		

Parents' School Choice Decision (Y)	Y.3	0.530	0.199	Valid
	Y.4	0.659		
	Y.5	0.712		
	Y.6	0.652		
	Y.7	0.630		
	Y.8	0.603		
	Y.9	0.631		
	Y.10	0.612		

Source: Processed Data, 2025

Based on the validity test results for each variable shown in [Table 1](#), it can be seen that all statement items have a r-count values greater than the r table value of 0.199. Thus, all statement items in each variable can be considered valid and suitable for use in this study.

3.1.2 Reliability Test

The reliability test is used to assess the consistency of research instruments. An instrument is considered reliable if its measurements provide stable results. In this study, reliability is analyzed using Cronbach's Alpha to see the extent to which each questionnaire item correlates with each other and is able to measure the construct consistently. The reliability test results for each variable are presented in [Table 2](#).

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Description
Service Quality (X1)	0.839	Reliable
Digital Promotion (X2)	0.861	
Parents' School Choice Decision (Y)	0.820	

Source: Processed Data, 2025

[Table 2](#) shows that each variable has a Cronbach's Alpha value of more than 0.6, so it can be concluded that all variables X1, X2, and Y are reliable.

3.2 Classic Assumption Test

3.2.1 Normality Test

The normality test is conducted to ensure that the data for each research variable has a distribution that is close to normal. This is important because the assumption of normality must be met in regression analysis. This study applies the Kolmogorov–Smirnov test to evaluate the data distribution, and the results are presented in [Table 3](#).

Table 3. Normality Test Results

Test	Value
N (Sample)	69
Test Statistic	.077
Asymp.Sig.(2-tailed)	.200 ^{c,d}

Source: Processed Data, 2025

[Table 3](#) shows that the Kolmogorov-Smirnov sig value is 0.200. A significant value above 0.05 indicates that the data is normally distributed.

3.2.2 Linearity Test

The linearity test is conducted to ensure that the relationship between the independent and dependent variables forms a linear pattern. The test used in this study is the Test for Linearity. The relationship is considered linear if the significance value in the Linearity section is < 0.05. The results of the linearity test are presented in [Table 4](#).

Table 4. Result of Linearity

Variable	Linearity	Description
Parents' School Choice Decision * Service Quality	0.000	Linear
Parents' School Choice Decision * Digital Promotion	0.000	

Source: Processed Data, 2025

Table 4 shows that the Sig. Linearity value is 0.000, meaning that the significance value of 0.000 is less than 0.05. Therefore, it can be concluded that the relationship between the variables is linear.

3.2.3 Multicollinearity Test

The multicollinearity test is used to ensure that there is no excessive correlation between independent variables in the regression model. A good model requires that the independent variables be independent of each other. Indications of multicollinearity can be seen through the Tolerance and VIF values, where $\text{Tolerance} \leq 0.10$ or $\text{VIF} \geq 10$ indicates a problem with multicollinearity. The test results using SPSS are presented in **Table 5**.

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF
Service Quality	.778	1.285
Digital Promotion	.778	1.285

Dependent Variable: Parents' School Choice Decision

Source: Processed Data, 2025

Based on **Table 5**, it can be observed that both independent variables, namely Service Quality and Digital Promotion, have a tolerance value of 0.778 and a Variance Inflation Factor (VIF) value of 1.285. These values meet the criteria for assessing multicollinearity, where the tolerance value is greater than 0.10 and the VIF value is less than 10.00. Therefore, it can be concluded that there is no indication of multicollinearity between the two independent variables in the regression model.

3.3 Multiple Linear Regression Analysis

Multiple linear regression analysis is an extension of simple linear regression and is used to predict dependent variables based on one or more independent variables. This analysis helps to see how much influence several X variables have on the Y variable. The multiple regression equation form in this study is presented in **Table 6**.

Table 6. Multiple Linear Regression Analysis Results

Research Variable	Coefficients	t Statistic	Significance Value
(Constant)	2.217	6.804	.000
Service Quality	.287	3.913	.000
Digital Promotion	.230	3.293	.002

Dependent Variable: Parents' School Choice Decision

Source: Processed Data, 2025

Based on **Table 6**, the results of the multiple linear regression analysis can be observed. The regression equation is formulated as follows:

$$Y = 2.217 + 0.287X_1 + 0.230X_2$$

The regression equation can be interpreted as follows:

1. The constant value (a) of 2.217 indicates that if Service Quality (X_1) and Digital Promotion (X_2) do not increase or are equal to zero, the Parents' School Choice Decision (Y) remains at 2.217.
2. The regression coefficient of Service Quality (X_1) is positive at 0.287, indicating that a one-unit increase in Service Quality leads to an increase of 0.287 units in the Parents' School Choice Decision (Y), assuming other variables remain constant.
3. The regression coefficient of Digital Promotion (X_2) is positive at 0.230, meaning that a one-unit increase in Digital Promotion increases the Parents' School Choice Decision (Y) by 0.230 units, ceteris paribus.

3.4 Correlation Coefficient Analysis (R)

The correlation coefficient is used to assess the strength and direction of the relationship between independent and dependent variables. This analysis is conducted to see the closeness of the relationship between variables simultaneously using SPSS, with the results presented in **Table 7**.

Table 7. Correlation Coefficient Test Results (R)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654 ^a	.427	.410	.24340

Predictors: (Constant), Digital Promotion, Service Quality

Dependent Variable: Parents' School Choice Decision

Source: Processed Data, 2025

Based on **Table 7**, the Model Summary output shows a correlation coefficient (R) of 0.654. This value indicates a strong and positive relationship between the independent variables—Service Quality (X_1) and Digital Promotion (X_2)—and the dependent variable, Parents' School Choice Decision (Y). Therefore, an R value of 0.654 falls within the strong category, implying that both independent variables have a substantial association with parents' school choice decisions.

3.5 Analysis of the Coefficient of Determination R^2

The coefficient of determination is used to assess the extent to which the model is able to explain the variation in the dependent variable. Its value ranges from 0 to 1. A low R^2 indicates that the independent variables only explain a small portion of the variation in the dependent variable, while a value close to 1 indicates that the independent variables provide strong information in predicting changes in the dependent variable. Based on **Table 7**, the R-square value is 0.427, indicating that Service Quality and Digital Promotion explain 42.7% of the variance in Parents' School Choice Decision. The remaining 57.3% is influenced by other variables not examined in this study.

3.6 Simultaneous Test (F Test)

In this study, the F test is used to test the collective influence of independent variables on the dependent variable. The test results are presented in **Table 8**.

Table 8. Simultaneous Test Results (F Test)

Model	Sum of Squares	Mean Square	F	Significance
Regression	2.916	1.458	24.611	.000 ^b
Residual	3.910	.059		
Dependent Variable: Parents' School Choice Decision				
Predictors: (Constant), Digital Promotion, Service Quality				

Source: Processed Data, 2025

Table 8 shows that the significance value (Sig.) is 0.000, indicating that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Furthermore, the ANOVA output shows an F-statistic of 24.611, which is greater than the critical value of 3.14. This result confirms that Service Quality (X_1) and Digital Promotion (X_2) simultaneously have a significant effect on Parents' School Choice Decision (Y).

3.7 Partial Test (t Test)

In this study, the t-test is conducted to see the influence of each variable, namely Service Quality and Digital Promotion, on the Parents' School Choice Decision variable. The test results are presented in **Table 9**.

Table 9. Partial Test Results (t Test)

Research Variable	Coefficients	t Statistic	Significance Value
(Constant)	2.217	6.804	.000
Service Quality	.287	3.913	.000
Digital Promotion	.230	3.293	.002
Dependent Variable: Parents' School Choice Decision			

Source: Processed Data, 2025

Based on **Table 9**, which presents the results of data processing using SPSS at a 5% significance level, the critical t-value (t-table) is 1.667. The partial test results can be explained as follows:

1. Service Quality (X_1) shows a significance value of 0.000, which is lower than 0.05, and a t-statistic of 3.913, which exceeds the critical value of 1.667. This indicates that Service Quality has a significant partial effect on Parents' School Choice Decision at SD Global Maju Khatulistiwa.
2. Digital Promotion (X_2) has a significance value of 0.002, which is below 0.05, and a t-statistic of 3.293, greater than the t-table value of 1.667. This result demonstrates that Digital Promotion also has a significant partial effect on Parents' School Choice Decision at SD Global Maju Khatulistiwa.

4. CONCLUSION

This study demonstrates that service quality and digital promotion play a significant role in shaping parents' decisions to enroll their children at SD Global Maju Khatulistiwa. Both variables have a positive and statistically significant influence, either individually or simultaneously, indicating that parents evaluate schools based on the quality of educational services they perceive as well as the information conveyed through digital channels. Service quality emerges as the more dominant factor, suggesting that parents prioritize direct educational value, such as teaching quality, facilities, and communication,

when making enrollment decisions. From a theoretical perspective, this research strengthens empirical support for service quality and digital promotion as key determinants of school choice in the primary education sector. Practically, the findings imply that school management should not rely solely on infrastructure or program offerings, but must ensure consistent service delivery while maintaining clear, responsive, and informative digital promotion. From a policy standpoint, the results highlight the need for educational institutions to adapt to changing parental information-seeking behavior in the digital era. This study is limited to two independent variables and one research site; therefore, future studies are recommended to incorporate additional factors such as school image, tuition fees, or social influence, as well as broader samples, to enhance the generalizability of findings and deepen understanding of parents' school choice decisions.

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