Leadership: Jurnal Mahasiswa Manajemen Pendidikan Islam
ISSN (P): 2721-7108, ISSN (E): 2715-0399
DOI: http://dx.doi.org/10.32478/leadership.v7i2.4761
Available online at: https://e-journal.staima-alhikam.ac.id/mpi

INTERACTIVE MODEL OF WORD OF MOUTH MARKETING AND BRAND TRUST IN CHOOSING AN EDUCATIONAL INSTITUTION IN SERANG REGENCY

Neneng Aminah*[1], Wasehudin[2], Apud[3], Itang[4], Uyu Muawanah[5].
[1,2,3,4,5]Sultan Maulana Hasanuddin State Islamic University Banten

Corresponding author: 242625227.nenengaminah@uinbanten.ac.id
Submission Track:
Submission : 08-04-2026
Accept Submission : 20-06-2026
Available Online : 27-06-2026

© 2026 The Author(s). This open-access article is licensed under CC-BY-SA 4.0 (creativecommons.org/licenses/by-sa/4.0/).

Abstract

Competition in the education sector encourages educational institutions to implement effective marketing strategies and build strong brand trust in the minds of the public. This study aims to analyze the interactive model of Word of Mouth Marketing (WOM) and brand trust in parents' decisions to choose educational institutions in Serang Regency, with a case study at MI Annazwa Cikeusal. The research method uses a qualitative approach with case studies through in-depth interviews with internal madrasah parties as well as 57 parents of new grade 1 students through the school selection decision-making process. The results of the study show that WOM and brand trust play a very significant role interactively in influencing parents' decisions, which run organically through three marketing dimensions: internal marketing, external marketing, and interactive marketing. Brand trust is built through consistency of service quality, tahfidz programs, worship habits, moral formation, and teacher communication responsiveness.
Keywords: Word of Mouth Marketing; Brand Trust; School Selection Decisions; Education Marketing Management; Madrasah Ibtidaiyah.

Abstrak

Persaingan di bidang pendidikan mendorong lembaga pendidikan untuk menerapkan strategi pemasaran yang efektif dan membangun kepercayaan merek yang kuat di masyarakat. Penelitian ini bertujuan untuk menganalisis model interaktif Word of Mouth Marketing (WOM) dan kepercayaan merek terhadap keputusan orang tua untuk memilih lembaga pendidikan di Kabupaten Serang, dengan studi kasus di MI Annazwa Cikeusal. Penelitian menggunakan pendekatan kualitatif melalui wawancara mendalam dengan pihak internal sekolah dan 57

orang tua siswa kelas satu baru. Hasil penelitian menunjukkan bahwa WOM dan kepercayaan merek memainkan peran interaktif yang sangat signifikan dalam mempengaruhi keputusan orang tua melalui tiga dimensi pemasaran: pemasaran internal, pemasaran eksternal, dan pemasaran interaktif.
Kata kunci: Word of Mouth Marketing; Brand Trust; Keputusan Pemilihan Sekolah; Manajemen Pemasaran Pendidikan; Madrasah Ibtidaiyah.

A. INTRODUCTION

1. Contents of the Introduction

Education is a long-term investment that is very important for individual development and societal progress. In the context of basic education, parents have a central role as decision-makers in choosing the right educational institution for their children. This decision is a complex process that not only considers academic aspects, but also involves evaluating the values taught, the quality of teaching, the facilities available, the learning environment, and the school's reputation in the eyes of the public (Juswan et al., 2024). In this situation, brand trust or trust in the brand/institution is an important variable that influences parents' decisions (Kotler et al., 2022).

Madrasah Ibtidaiyah (MI) as an Islamic primary education institution faces increasingly complex competition dynamics with public elementary schools and integrated Islamic elementary schools that continue to emerge (Rustandi, 2023). Among various marketing strategies, Word of Mouth Marketing (WOM) has proven to be the most effective and credible approach in influencing consumer decisions — especially in the context of education where choosing a school is a high-involvement decision that involves long-term considerations (Juswan et al., 2024). The interactive relationship between WOM and brand trust creates a mutually reinforcing cycle: brand trust encourages positive WOM, and positive WOM strengthens the brand trust of prospective parents (Ani Cahyani, Maria Apsari Sugiat, 2025).

In the ever-evolving digital era, educational institutions' marketing strategies can no longer rely solely on conventional approaches such as banner placement, brochure distribution, or mass media advertising. Digital transformation has fundamentally changed people's communication patterns, including the way parents search for and verify information about educational institutions for their children. Electronic Word of Mouth (eWOM) through social media platforms, WhatsApp groups, and online discussion forums has expanded the reach of interpersonal recommendations beyond the geographical boundaries of the physical community, so that one parent's positive experience can quickly influence the decisions of hundreds of other prospective parents (Nugraha, 2023).

In the context of school selection, parents tend to trust information obtained from daily social interactions more than official promotional content published by institutions, because messages born from real experiences contain much higher credibility. Therefore, digital-based relational marketing that

combines traditional WOM with online communication is a strategic imperative for every madrasah that wants to survive and develop in the midst of increasingly fierce competition, as well as a means of building public trust consistently and measurably (Dono & Sos, 2025).

Brand trust in the context of Islamic educational institutions has unique characteristics and is different from brand trust in the commercial industry in general. In Islamic educational institutions, parental trust is not only built on rational considerations such as academic achievement or the completeness of facilities, but also involves the dimensions of religious beliefs, Islamic values, and expectations for the formation of children's character in accordance with religious teachings. Parents who entrust their children's education to madrassas are basically making a holistic trust investment — covering intellectual, spiritual, moral, and social aspects — so that the brand trust formed is multidimensional and much deeper than just satisfaction with services (Najwa et al., 2024).

The trust dimension which includes competence trust (belief in the ability of madrasas to educate children academically), integrity trust (belief that madrasas consistently carry out the promised values), and benevolence trust (belief that madrasas really care about children's development) need to be managed simultaneously and sustainably so that the brand trust built can encourage loyalty and positive WOM among parents. Parental satisfaction with all aspects of educational services — both academic, character, and communication — is the main foundation for the formation of a strong and sustainable brand trust in Islamic educational institutions ((Firdausiyah et al., 2024).

Studies on the effectiveness of WOM-based marketing and brand trust in the context of elementary Islamic educational institutions in Indonesia, especially in the Serang Regency area of Banten Province, are still very limited and have become a significant research gap in the education marketing management literature. Previous studies have generally discussed WOM in the context of universities, public private schools, or Islamic boarding schools, while specific studies that raise the dynamics of WOM and brand trust in Madrasah Ibtidaiyah (MI) in areas with strong socio-religious characteristics are still very rare.

Analysis of the consumerism of educational services shows that prospective consumers of educational services are increasingly selective and critical in choosing institutions, so Islamic educational institutions need to build marketing strategies that are authentic and rooted in the values of the communities they serve (Bahaf & Zohriah, 2024). Strong partnerships between schools, parents, and community members prove to be a crucial factor in building the reputation of educational institutions organically, as trust born from sincere interpersonal relationships is much more durable than those built solely through formal promotion (Simamora et al., 2023). Therefore, a deep understanding of education marketing management that combines internal, external, and interactive strategies is indispensable as a foundation for the development of

WOM and brand trust models that are relevant to the context of madrasas in Indonesia (Junaris & Haryanti, 2022).

MI Annazwa Cikeusal is an interesting example of an Islamic educational institution that has succeeded in building a strong brand trust and an organic WOM mechanism in the community of Serang Regency. This study aims to: (1) analyze the interactive model of WOM and brand trust at MI Annazwa Cikeusal; (2) identify the factors that affect the effectiveness of WOM in building brand trust; (3) describe the process of forming brand trust through direct experience; and (4) analyze the contribution of WOM and brand trust interaction to parents' decisions.

2**. Theoretical Framework**

WOM is defined as the process of informal communication between individuals regarding the experience and evaluation of a product, service, or organization (Kotler et al., 2022). The WOM model in education marketing is understood through three main dimensions (Wijaya, 2022): (1) Internal marketing — management's relationship with staff and educators as internal marketing agents; (2) External marketing — the institution's efforts to build public expectations and trust; and (3) Interactive marketing — direct interaction between educators/staff with students and parents.

Brand trust refers to the deep belief of parents that madrasas will consistently fulfill their commitment to providing quality education that integrates academic and religious values (Lestari, 2024). Brand trust is formed through three dimensions: (1) competence — the belief that madrasas are able to provide quality education; (2) integrity — the belief that madrassas are honest and consistent in running programs; and (3) benevolence — the belief that madrassas care about the well-being of students and parents (Ma'sum et al., 2023).

The relationship between WOM and brand trust is dynamic and interactive. Strong brand trust is the main prerequisite for the occurrence of an effective positive WOM, because parents will only recommend the school if they truly trust the services provided (Ani Cahyani, Maria Apsari Sugiat, 2025). This interactive model creates a flywheel effect: consistent quality of service → brand trust → satisfaction → positive WOM → prospective new students → increasingly strong brand trust, and this cycle keeps repeating itself (Dono & Sos, 2025).

B. RESEARCH METHOD

This study uses a qualitative approach with a case study design at MI Annazwa Cikeusal, Serang Regency. The qualitative approach was chosen because the phenomenon of interaction between WOM and brand trust is complex, contextual, and closely related to interpersonal perceptions and experiences (Waruwu, 2024). The research informants consisted of: (1) MI Annazwa's internal parties including the head of the madrasah, administrative staff, public relations coordinator, and teacher council representatives; and (2) parents of 57 new grade 1 students, with 30 of them interviewed in depth through structured instruments.

Data collection was carried out through in-depth interviews using semi-structured guidelines, and data were analyzed using thematic analysis techniques.

Table 1. General Profile of Interview Respondents

Features	Category	Quantity (n)	Percentage (%)
Relationships with students	**Biological parents**	**28**	**93,3%**
	Guardian / relative	**2**	**6,7%**
Student class	**Class 1A**	**15**	**50,0%**
	Class 1B	**15**	**50,0%**
Interview date	**26 November 2025**	**28**	**93,3%**
	27–28 November 2025	**2**	**6,7%**
Total responden	**—**	**30**	**100%**

Source: Interview data processed, 2025

C. RESULTS AND DISCUSSION

1. Internal Marketing: The Foundations of Brand Trust from the Inside

Internal marketing is the starting point in building the institution's brand trust, because front-line employees who interact directly with customers are the main representation of the institution's brand (Wijaya, 2022). At MI Annazwa, the head of the madrasah consistently emphasizes improving the quality of education through habituation programs (tahfidz, recitation, dhuha prayer, tawashul), as well as motivating and training homeroom teachers to be able to serve customers of educational services well (Fitriah et al., 2024). Public relations staff are provided with briefings to communicate school programs to the community consistently, creating a cohesive brand image.

2. WOM Resources: Evidence of External Marketing Effectiveness

External marketing at MI Annazwa has proven to be most effective through interpersonal WOM. Based on an analysis of interview data of 30 respondents, the majority of parents obtain information about MI Annazwa from people they know and trust, not from advertisements or formal media.

Diagram 1. First Source of Information about MI Annazwa (WOM)		
Category	**Quantity**	**Distribution (n=30)**
Relatives/families whose children are in MI	9 people	30%
Self-observation / Kindergarten/RA recommendations	7 people	23%
Friends/coworkers	6 people	20%
Neighbors	5 people	17%
Parents of other students	2 people	7%
MI Nephew/Teacher	1 person	3%

n=30 respondents. Source: Interview data processed, 2025

The above data shows that 93% of parents obtain information from trusted interpersonal sources. These findings confirm the strength of WOM as the dominant marketing strategy in MI Annazwa.

3. Attraction Factor: Reasons Why Parents Choose MI Annazwa

The following findings summarize the main themes that emerged from parents' answers regarding their reasons for choosing MI Annazwa. Islamic religious education and religious values were the most dominant attraction factors, reflecting the main brand promise communicated by the madrasah.

Diagram 2. Theme of the Main Reasons Parents Choose MI Annazwa		
Category	**Quantity**	**Distribution (n=30)**
Islamic religious education & religious values	12 people	40%
Integrated curriculum (general + religious)	6 org	20%
Tahfidz / memorization of the Qur'an	5 org	17%
School discipline	3 people	10%

School location/environment	3 people	10%
Quality of teachers	2 people	7%
Child independence	1 person	3%

Source: Thematic analysis of interview data, 2025

4. Brand Trust: Perceived Superiority by Parents

The excellence felt by parents directly reflects the dimensions of the madrasah brand trust. The tahfidz and reciting programs are the most frequently mentioned advantages, showing consistency between brand promise and brand delivery.

Diagram 3. Advantages of MI Annazwa Perceived by Parents

Category	Quantity	Distribution (n=30)
Tahfidz & reciting (memorization program)	10 org	33%
Responsive and fast response teachers	3 org	10%
School discipline	3 org	10%
Worship habits (dhuha prayer, tawashul)	3 org	10%
Comprehensive religious education	2 org	7%
Morals & character of students	1 org	3%
Student independence	1 org	3%

Source: Thematic analysis of interview data, 2025

5. Interactive Marketing: Communication and Parental Satisfaction

Interactive marketing occurs through direct interaction between frontline employees and customers of educational services (Iqbal et al., 2024). The frequency and quality of communication between the madrasah and parents is an important indicator of the effectiveness of interactive marketing as well as building brand trust.

Diagram 4. Frequency of Communication between Parents and Schools

Category	Quantity	Distribution (n=30)
Very often/whenever there is important information	19 org	63%
Once a week	4 org	13%
Rare / infrequent	4 org	13%
Once a month	2 org	7%
Conditional/occasional	1 org	3%

Source: Interview data processed, 2025

Diagram 5. The Level of Happiness of Children Learning at MI Annazwa

Category	Quantity	Distribution (n=30)
Happy / happy to go to school	25 org	83%
Not yet fully happy / need to be persuaded	3 org	10%
Mediocre / unsure	2 org	7%

Source: Interview data processed, 2025

Table 2. Aspects of Child Development Felt by Parents

Development Aspects	Evidence from the Interview	Frequency
Tahfidz & Studying	**Juz Amma memorization increased, read iqra fluently, enjoyed memorizing the Qur'an, regular memorization deposits**	**Very high**

Development Aspects	Evidence from the Interview	Frequency
Independence	**Independent child, no need to wait, diligent in doing homework, waking up early on his own**	**Height**
Academic	**Faster learning to write and read, more enthusiastic about learning, smart**	**Height**
Morals & Character	**Good morals, diligent prayer, time discipline, obedience**	**Medium**
Social	**Have a lot of friends, actively share school stories, enjoy socializing**	**Medium**

Source: Thematic analysis of interview data, 2025

6. Parents' Expectations and Suggestions: Brand Trust Strengthening Agenda

The expectations and suggestions of parents are valuable signals for strengthening MI Annazwa's brand trust in a sustainable manner. These suggestions are also an improvement agenda that if implemented will encourage a more positive WOM.

Diagram 6. Distribution of Parental Advice for MI Annazwa

Category	Quantity	Distribution (n=30)
Improving the quality of teachers and teaching	8 people	27%
Repair of facilities and infrastructure	8 people	27%
Student safety (zebra cross, wall, etc)	8 people	27%
Improved communication with parents	7 people	23%
Addition of programs/extracurriculars	3 people	10%
Program anti-bullying	2 people	7%

Source: Thematic analysis of interview data, 2025

Table 3. Details of Parental Advice and Priority Levels

Category Saran	Parental Feedback Details	n	Priorities
Quality of Teachers	**Learning methods are more varied, utilize technology, better understand children's character, be more wise and patient**	**8**	Height
Sarana & Prasarana	**Add/expand classrooms, repair stairs, add new buildings as students grow**	**8**	Height
Security	**Make a zebra cross in front of the school, repair the 1st grade stair wall, tighten student supervision**	**8**	Height
Communication	**Info will be shared immediately in WA, weekly progress reports, more responsive to parents' complaints**	**7**	Medium
Program/Extracurricular	**Add English and computer courses, enrich craft and extracurricular activities**	**3**	Medium
Anti-Bullying	**Develop anti-bullying programs, teachers pay more attention when in the school environment**	**2**	Low

Source: Thematic analysis of interview data, 2025

7. Interview with MI Annazwa Internal

In addition to interviews with students' parents, this research also involved in-depth interviews with MI Annazwa's internal parties which were held on November 20, 2025. The internal informants consisted of the principal, administrative staff (TU), public relations coordinator, and two teachers/homeroom teachers. The interviews focused on three main themes: marketing strategies, the role of WOM, and the mechanism for collecting parental feedback.

Table 5. Profile of MI Annazwa's Internal Informant

No	Name	Departments	Interview Date
1	**Siti Maesaroh, S.Pd**	**Principal**	**20 November 2025**
2	**Mother, S.P.D.**	**Administrative Staff (TU)**	**20 November 2025**

No	Name	Departments	Interview Date
3	Mithayanti, S.Pd	Public Relations Coordinator	20 November 2025
4	Vinaela, S.Pd	Homeroom Teacher	20 November 2025
5	Ratiah, S.Pd	Teacher	20 November 2025

Source: MI Annazwa's internal interview data, November 20, 2025

Table 6. MI Annazwa's Key Strategies in Attracting Parents (Internal Perspective)

They report	Departments	Key Strategies Delivered	WOM/Brand Trust Dimension
Siti Maesaroh, S.Pd	Principal	Improving the quality of learning and service. Holding activities that involve parents so that they can experience the school atmosphere firsthand. The trust of old parents is the biggest asset to attract new applicants.	Brand Trust (competence & integrity) → organic WOM
Nanang, S.P.D.	TU Staff	Providing fast, friendly, and transparent administrative services. The ease of the registration process and the completeness of information make parents trust from the beginning.	Brand Trust (benevolence) → positive first impression
Mithayanti, S.Pd	Public Relations	Building good relationships with the community through social and religious activities. Utilizing social media to introduce superior programs, but WOM remains the most effective path.	External Marketing + WOM as the main channel
Vinaela, S.Pd	Homeroom Teacher	Communication through class WhatsApp groups and periodic meetings to convey academic progress and student attitudes personally.	Interactive Marketing → build brand trust via regular communication

They report	Departments	Key Strategies Delivered	WOM/Brand Trust Dimension
Ratiah, S.Pd	Teacher	Communication via WhatsApp and face-to-face invitations for serious matters. Focus on a conducive learning atmosphere and an Islamic environment that shapes the child's character.	Interactive Marketing → students' positive experiences as WOM content

Source: MI Annazwa's internal interview data, November 20, 2025

Table 7. Internal Perception of the Role of Word of Mouth Marketing

They report	Departments	Key Statements about WOM	Live Quotes
Maesaroh Sites	Principal	WOM is very important; most new students come from the old student's parents' information to family/neighbors. Trust from a real story is more effective than formal promotion.	"The trust built from real stories is much more effective than formal promotion."
Mother	TU Staff	Many parents who register said they knew MI Annazwa from the stories of relatives or neighbors. The school's reputation is well known in the surrounding community.	"It shows that the school's reputation is well known in the surrounding community."
Mithayanti	Public Relations	WOM became the main promotional route. Satisfied parents will automatically recommend MI Annazwa to the people around them.	"This is what we continue to maintain quality."
Vinegar	Homeroom Teacher	Parents often tell us that teachers are attentive and close to students. A strong religious program is an added value that is often proud of.	"Not all elementary schools have intensive Islamic character development like at MI An-nazwa."

They report	Departments	Key Statements about WOM	Live Quotes
Ratiah	Teacher	Parents tell a lot about the conducive learning atmosphere and Islamic environment. Children are not only academically smart but also form their character.	"This is what they often recommend to their family or neighbors."

Sumber: Data wawancara pihak internal MI Annazwa, 20 November 2025

Table 8. Parent Feedback Collection Mechanism (Internal Perspective)

They report	Departments	Applied Feedback Mechanism
Maesaroh Sites	Principal	Regular meetings with students' parents, suggestion boxes, and direct communication through the class WhatsApp group. Input is used as evaluation material to improve school services.
Mother	TU Staff	Receive direct input when parents come to the TU office. The evaluation form is distributed at the end of the semester as administrative and service improvement materials.
Mithayanti	Public Relations	Regular communication forum between the school and the student's guardian. Monitoring of parents' responses through social media and communication groups to find out their impressions and expectations.
Vinegar	Homeroom Teacher	The class WhatsApp group has been active since the beginning of the school year. Periodic face-to-face meetings to convey academic progress and student attitudes in a more personalized manner.
Ratiah	Teacher	Direct messages and class groups on WhatsApp. Face-to-face invitations to schools for issues that require in-depth discussions about child development.

Source: MI Annazwa's internal interview data, November 20, 2025

Analysis of internal interview data confirms that MI Annazwa has built a strong and consistent brand trust-based marketing ecosystem from within. The principal emphasizes quality and trust as the main foundation, TU staff build a positive first impression through friendly and transparent service, public relations maintain good relationships with the community, and teachers and homeroom teachers create a positive and communicative learning experience. All of these internal elements work synergistically to form a consistent brand promise, which is then communicated organically through WOM by parents who are satisfied with their social networks (Fitriah et al., 2024).

The uniform perception among all internal informants — that WOM is the most effective promotional channel — indicates a collective awareness at MI Annazwa about the importance of maintaining service quality as a long-term marketing strategy. These findings are in line with the interactive model of WOM and brand trust proposed in this study: investment in the quality of internal services directly results in brand trust, which in turn results in a sustainable positive WOM (Dono & Sos, 2025).

D. CONCLUSION

This study shows that the interactive model of Word of Mouth Marketing (WOM) and brand trust is the most effective marketing strategy in influencing parents' decision to choose MI Annazwa Cikeusal as an educational institution in Serang Regency. The WOM model and brand trust operate organically through three dimensions: internal marketing, external marketing, and interactive marketing.

MI Annazwa's brand trust is built through three dimensions: competence (students' real development in tahfidz and character), integrity (consistency in carrying out the promised program), and virtue (teachers' concern and responsiveness). Strong brand trust then becomes a positive WOM motor: 93% of parents obtain information from trusted interpersonal sources, and 83% of children are reported to be happy attending school at MI Annazwa. The most frequently communicated WOM content is tahfidz programs, worship habits, moral formation, and teacher responsiveness.

This study recommends that MI Annazwa and similar educational institutions: (1) continue to strengthen brand trust through consistency of service quality; (2) improve the quality of teaching through continuous teacher training; (3) improve facilities and infrastructure; (4) develop anti-bullying programs; and (5) increase the frequency and quality of periodic communication with parents.

REFERENCES

Ani Cahyani, Maria Apsari Sugiat, R. T. H. (2025). The Influence of Experiential Marketing , Islamic Branding , and Word of Mouth on the Decision of New Student Enrollment. *International Journal of Ekonomics.Accounting,and Management*, *1*(5), 339–350.

Bahaf, A. M., & Zohriah, A. (2024). Analisis Marketing Lembaga Pendidikan Terhadap Konsumerisme Jasa Pendidikan. *Jurnal Genta Mulia*, *15*(1), 48–55.

Dono, L., & Sos, S. (2025). Komunikasi Pemasaran Kontekstual. *Komunikasi Pemasaran Kontekstual*, 21.

Firdausiyah, L., Ghofur, M. A., Studi, J., Ekonomi, D. A. N., & Anak, P. (2024). keterlibatan orang tua dalam pengambilan keputusan pendidikan anak". *jurnal studi, sosial, dan ekonomi*, *5*(1), 6–13.

Fitriah, B., Wildan, W., & Khusniyah, N. L. (2024). Strategi Kepala Sekolah-Madrasah Dalam Membangun Keunggulan Kompetitif. *Edukatif: Jurnal Ilmu Pendidikan. Universitas Pahlawan Tuanku Tambusai*.

Iqbal, M., Annur, S., & Kanada, R. (2024). Strategi Pemasaran Pendidikan Interaktif di SD IT Al Bukhori School Banyuasin. *El-Idare: Jurnal Manajemen Pendidikan Islam*, *10*(1), 91–98.

Junaris, I., & Haryanti, N. (2022). Manajemen Pemasaran Pendidikan. *Jawa Tengah: Eureka Media Aksara*.

Juswan, S., Rachmawati, I. K., & Handoko, Y. (2024). Faktor-Faktor yang Mempengaruhi Keputusan Orang Tua Memilih Sekolah Dasar Swasta : Studi Kasus di SD Santo Nicholas Medan Factors Influencing Parents ' Decisions to Choose a Private Elementary School : Case Study at Santo Nicholas Elementary School , Meda. *Journal of Education,Humaniora and Social Sciences (JEHSS)*, *7*(1), 168–175. https://doi.org/10.34007/jehss.v7i1.2303

Kotler, P., Keller, K. L., Ang, S. H., Tan, C. T., & Leong, S. M. (2022). *Marketing management: an Asian perspective*.

Lestari, P. (2024). Brand Trust dan Keputusan Konsumen dalam Memilih Lembaga Pendidikan Islam. *Jurnal Manajemen Pendidikan Islam*, *3*(2), 35–52.

Ma'sum, T., Inám, A., & Alpianingsih, P. (2023). Strategi Membangun Brand Image dalam Meningkatkan Daya Saing Lembaga Pendidikan. *Journal of Islamic Education Management*, *3*(2), 35–52.

Najwa, K., Kholiq, A., & Pratiwi, D. (2024). Peran Brand Trust dalam Keputusan Pemilihan Lembaga Pendidikan. *VISI: Jurnal Ilmiah Pendidik Dan Tenaga Kependidikan Pendidikan Non Formal*, *19*(1), 43–55.

Nugraha, P. P. (2023). Keunikan model marketing dari mulut ke mulut dalam era digital. *Jurnal Multidisiplin Indonesia*, *2*(10), 3160–3169.

Nurhajati, S. P. N. H., & Amin, M. S. (2025). Pengaruh Word of Mouth, Biaya Pendidikan dan Fasilitas Madrasah Diniyah Terhadap Keputusan Wali

Santri Memilih Madrasah Diniyah. *E-Jurnal Riset Manajemen Prodi Manajemen Fakultas Ekonomi Dan Bisnis Unisma*, *14*(02), 839–851.

Rustandi, F. (2023). Peluang dan Tantangan Pengelolaan Sekolah Islam Terpadu : Perspektif Total Quality Management. *JEMSI (Jurnal Ekonomi,Manjemen,Dan Akuntansi)*, *9*(5), 2219–2227.

Simamora, R., Hayati, R., Abni, A., Asmendri, A., & Sari, M. (2023). Pengembangan model kemitraan sekolah dan orangtua pada sekolah menegah atas. *SCHOULID: Indonesian Journal of School Counseling*, *8*(1), 10–24.

Waruwu, M. (2024). Pendekatan penelitian kualitatif: Konsep, prosedur, kelebihan dan peran di bidang pendidikan. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, *5*(2), 198–211.

Wijaya, D. (2022). Pemasaran jasa pendidikan. In *bumi aksara*. Bumi Aksara.