

## ENTREPRENEURIAL PERSPECTIVE IN ONLINE EDUCATION: EXAMINING MARKETING TECHNIQUES AND SELECTION CHOICES IN INFORMAL LEARNING THROUGHOUT THE PANDEMIC

Noneng Rokayah Sukatmadiredja, STIE Mahardhika  
[noneng.sukatmadiredja@stiemahardhika.ac.id](mailto:noneng.sukatmadiredja@stiemahardhika.ac.id)

### ABSTRACT

*The rise of the COVID-19 pandemic curtailed outdoor activities, education included. Nevertheless, a significant number of parents chose to enroll their children in non-formal education settings. This research explored the elements that impact parental preferences when selecting non-formal education amid the health crisis. A quantitative methodology was utilized to investigate the relationship between marketing tactics and parental selections. Information was gathered from 81 parents who had received promotional material from a non-formal educational institution in Surabaya, with a total of 51 parents chosen for detailed examination. Data was acquired through surveys, and SPSS was utilized for data analysis. The findings indicated that strategies involving word-of-mouth and digital learning programs played a significant role in shaping parental decisions, both as standalone factors and combined. Despite the advancements of the digital age, traditional word-of-mouth continues to hold importance, given that kids rely heavily on their parents' choices. The innovation of this study lies in the combination of traditional marketing practices and digital learning to better support the selection of non-formal education. The results offer valuable guidance for administrators at non-formal schools to enhance their marketing approaches and elevate parental contentment.*

**Keywords:** *Word-of-mouth Strategy, digital learning, non-formal education, parental choice, marketing strategy, COVID-19*

### INTRODUCTION

The outbreak of COVID-19, starting in March 2020 and affecting countries worldwide, has significantly influenced socio-economic conditions, including those in Indonesia (Fauk et al., 2022; Suryahadi et al., 2020). One of the many areas impacted is education, which has encountered major obstacles, notably a drop in student enrollment. This reduction is linked to various reasons, such as the economic recession resulting from the pandemic, budget reductions in multiple areas, and the transition to online learning, which has unsettled conventional education systems. Moreover, the absence of effective marketing strategies and inadequate digital learning resources has intensified the problem, complicating efforts for educational institutions to draw in and keep students. This research intends to examine how the impacts of the pandemic relate to the enrollment decline, alongside the influence of marketing approaches and online education initiatives in addressing these issues. By

analyzing these aspects, the study aims to provide valuable recommendations for decision-makers and educational entities to adjust and succeed in the post-pandemic landscape.

The Work from Home policy is a pro and contra policy for business actors, some think they work more effectively at the office and some think otherwise (Kong et al., 2022). This policy caused several sectors to stop their activities, except for essential offices and critical sectors. Education is of course one of the affected sectors, because education at various levels, starting from higher education, junior high school, elementary school, and play groups must of course study at home. At the university level to the elementary school level, of course it is not a problem because the implementation of learning can be carried out with a digital system online. This is already a must, especially for the university level and high school level, because at this time our country has entered the era of the digital industrial revolution 4.0, the impact of online learning is not so influential on learning. Online learning must be supported by adequate facilities, a stable internet network so that learning activities can run well (Giatman et al., 2020)

In fact, one study stated that in Kindergarten education there was no significant difference in student responses using offline and online methods (Penrod et al., 2022) this indicates that they are used to and ready to learn online. However, for the elementary school level and especially for playgroups, there are many obstacles because elementary school students do not really understand online learning. Playgroup students, when carrying out online, of course need assistance from parents/guardians of students, the second problem is the number of parents of students who work so they practically cannot accompany students to take part in learning. Many parents choose not to send their children to Playgroup schools, because the learning system must be online. There needs to be support and interaction between teachers, parents and students themselves in achieving learning success (Tao & Xu, 2022).

Non-formal education is really needed to support the character in extracurricular in formal education NFE program in schools is very useful to provide reinforcement of positive character and even become a "must" so that students' character develops well (Widodo & Nusantara, 2020). In the field of Education at the Right Kindergarten Playgroup level, of course, there are problems, because parents/guardians will choose not to send their sons and daughters to school during the online learning system, because the online system certainly requires the assistance of parents/guardians of students, because participants Students of the age of Playgroup and Kindergarten are not necessarily able to operate electronic devices such as laptops or cellphones. Parents assume that the online learning system has many weaknesses in online learning on the basis of the previous reasons, including children's understanding of knowledge that is less than optimal (Dong et al., 2020). Right Kindergarten Playgroup is a service business engaged in Education at the Playgroup level, as well as similar service businesses of course have the same problems, very reduced interest in sending their sons and daughters to school, while educational service businesses at the level of Playgroup and Right Kindergarten have a large burden. in its management. This triggers entrepreneurs in the field of education at the Right Playgroup and Kindergarten

level to think about how to make promotions which of course will influence parents/guardians of students to decide to send their sons and daughters to school. The decision to choose certainly cannot be separated from several variables that affect the level of comfort, environmental cleanliness, security, and many other variables. This means that it cannot be separated from the view of the physical condition of the school, facilities and education system in the school (Bast & Walberg, 2004; Yaacob et al., 2014, 2015). The physical condition of schools, infrastructure and so on can of course be seen clearly, but when the COVID-19 pandemic is taking place, it is no longer needed because students are at home. One way to find out the quality of the school is by asking or seeking information from the parents of students who have sent their children to school in the targeted school. Of course the role of parents of school alumni is very important, parents of alumni will provide positive or negative information, positive information will certainly influence the decision to choose a school.

A quality product is a product with a condition when the product, service, human or process and the environment exceed consumer expectations. safety, reliability, design (Windarti & Ibrahim, 2017), the level of after-sales service is the first position (Kupriyanova, 2019) Online learning system products will influence the decision to choose a school. The decision to choose, namely the act of choosing from two or more alternatives is called a choice decision, the better a product, the more likely it is to buy, use or use the product (Kotler & Keller, 2013). The quality of the product in question is the quality of the product which is a learning product in the form of a variety of digital learning. Because service companies cannot ignore product quality in the form of an online learning system that is not boring and easy to understand.

Dynamic conditions related to products, services, people, processes, and the environment that can meet expectations and even exceed expectations, are called product quality (Tjiptono & Chandra, 2020). It is important in product quality in determining the selection of a product for consumers (Septiani, 2018). But it would be better if the product has been tested and produces good quality. Product quality indicators (Tjiptono & Chandra, 2020) include: Product (performance), Additional Privileges, Reliability (reliability), Conformance to specification (conformance to specification), Durability (durability), Satisfaction (serviceability).

One strategy in promotion that affects the decision to choose a school for the Play Group level is when the parents of prospective students receive Kindergarten information from the environment such as neighbors, friends, relatives who already know or have used products from the school. Information conveyed by word of mouth is Word of Mouth (WOM) which is an effective promotion for service companies. Journals related to the involvement of word of mouth promotions on consumer buying interest in online shopping, are the effects of product attributes (W.-I. Lee et al., 2017)

WOMMA (Word of Mouth Marketing Association) which explains that Word of Mouth is a conversation that is genuine from consumers, where consumers are active in providing information about products to other consumers. So it can be concluded that word of mouth is a marketing activity, which in its activities is carried out by consumers who are satisfied with the

products they use and inform potential consumers or other consumers (Sari & Sri, 2012). WOMMA (Word of Mouth Marketing Association) is very important in promoting the service business sector because customers will inform prospective customers or other customers and will have a greater influence on service marketing than other communications (Lupiyoadi, 2018).

According to Lupiyono (2018) WOMMA (Word of Mouth Marketing Association) has indicators, including the following: Talking positive things, in communicating verbally about service products to others according to the experience he has received by giving a good impression, carried out through: a. provide information to family, friends, neighbors and others, b. provide confidence to reduce concerns about the selection of products and services. c. reduce the time in searching for information; Recommendations, these recommendations are able to increase trust, the desire to choose a service product to prospective customers or other customers including: a. varied products, information is given in the form of product features, product comfort, b. giving news, is information or about service companies, c. personal experience, in the form of reviews of facilities, comfort and even the benefits of using service products; Encouragement, carried out on friends, neighbors, who will use the service product, includes: a. encourage the use of service products, b. encourage use because the product is positive, c. describe the opinion of the previous opinion.

WOMMA (Word of Mouth Marketing Association) in the digital world is a communication tool in the form of E.WOM, it is also emphasized that Online Digital Communication will have an impact on Customer Purchase Decisions (Samson et al., 2014). WOMMA (Word of Mouth Marketing Association) in Promotional language is word of mouth, considered as one of the important factors influencing consumer decisions and behavior (Daugherty & Hoffman, 2014; W.-L. Lee et al., 2022). The importance of word of mouth being able to mediate the quality and image of the business in the community so that it affects consumer loyalty for online shopping decisions (Boubker & Naoui, 2022; Cuesta-Valiño et al., 2022). Meanwhile, observational learning (OL) and word of mouth learning will influence the online consumer decision process (Wang et al., 2021).

The decision-making process in consumer behavior, particularly in the context of educational services during a pandemic, is multifaceted and influenced by various factors. Kotler and Keller (2013) emphasize that consumer satisfaction and behavior are closely tied to the choices made among alternatives, which is particularly relevant for parents selecting educational institutions for their children. The decision-making process in consumer behavior, particularly in the context of educational choices during the COVID-19 pandemic, is multifaceted and influenced by various factors. Kotler & Keller (2013) emphasize that consumer satisfaction is closely tied to the decision-making process, where consumers evaluate multiple alternatives before making a choice. This evaluation is influenced by a range of determinants, including cultural, social, personal, and psychological factors, as outlined by Priyanto (2016). Cultural factors encompass the values and behaviors prevalent in a society, while social factors include the influence of

family, peer groups, and societal roles. Personal factors such as age, lifestyle, and economic conditions further shape consumer preferences and decisions.

During the pandemic, the dynamics of decision-making have shifted significantly. Parents of students, particularly those with children in early education settings like playgroups, have faced unprecedented challenges in obtaining reliable information about educational institutions. The trustworthiness of information sources has come under scrutiny, as parents often rely on friends, neighbors, and relatives for guidance. However, the pandemic has created an environment of uncertainty, leading to skepticism about the information received. This phenomenon has been documented in various studies that highlight the impact of COVID-19 on educational choices and the reliance on digital platforms for information dissemination (Bączek et al., 2021; Jamaluddin, 2023; Wilcha, 2020).

The transition to online learning has posed additional challenges for parents, particularly those with young children who require significant parental involvement in their education. The effectiveness of online learning has been a subject of extensive research, with findings indicating mixed perceptions among students and parents alike. For instance, while some studies report that online learning can provide flexibility and accessibility, others highlight the difficulties faced by parents in supporting their children's learning in a virtual environment (Agarwal & Kaushik, 2020; Bączek et al., 2021; She et al., 2021). This situation has necessitated a reevaluation of promotional strategies employed by educational institutions to attract prospective students. Schools must adapt their marketing approaches to address the unique concerns and needs of parents during this time.

Research has shown that the quality of educational offerings plays a crucial role in influencing parents' decisions regarding school selection. The empirical logic approach, as discussed in studies on consumer behavior, suggests that product quality significantly impacts purchase intentions (Agarwal & Kaushik, 2020; Išoraitė, 2022). In the context of educational institutions, this translates to the need for schools to demonstrate their commitment to maintaining high educational standards, even in a virtual learning environment. Promotional strategies should emphasize the quality of online education, the qualifications of educators, and the effectiveness of the curriculum in meeting students' learning needs.

Moreover, the role of social factors cannot be overlooked in the decision-making process. Family dynamics, peer influence, and societal expectations all contribute to how parents perceive educational options for their children. Studies indicate that family members often play a pivotal role in shaping purchasing decisions, including those related to education (Muhammad, 2022). As parents navigate the complexities of choosing a school during the pandemic, the influence of family discussions and shared values becomes increasingly significant. Educational institutions must recognize this dynamic and engage with families in a manner that fosters trust and collaboration.

The psychological factors influencing decision-making, such as motivation and perception, also play a critical role in shaping parents' choices. The pandemic has heightened concerns about children's educational outcomes, leading to increased motivation among parents to seek out the best possible

options for their children (Tan, 2023). However, the perception of online learning as a viable alternative to traditional education may vary among parents, depending on their previous experiences and the information available to them. This underscores the importance of effective communication and marketing strategies that address parents' concerns and highlight the benefits of the educational offerings.

In light of these considerations, educational institutions must adopt innovative promotional strategies that resonate with parents' needs and preferences. This may involve leveraging digital marketing channels to reach parents where they are most active, providing transparent information about online learning processes, and showcasing success stories from current students and families. Additionally, institutions should consider implementing feedback mechanisms to gather insights from parents about their experiences and expectations, allowing for continuous improvement in service delivery.

Product excellence in the field of education, especially during the pandemic, goes beyond just the provision of digital content. It involves the flexibility of the curriculum, the engagement of educators, and the availability of technical assistance—elements that have a direct effect on the contentment of parents and the trustworthiness of academic entities (Septiani, 2018). At the same time, word-of-mouth marketing has transformed from conventional personal interactions to embracing online venues (e-WOM), where feedback from parents and internet reviews play a crucial role in shaping enrollment choices (Boubker & Naoui, 2022; Samson et al., 2014). Recent research emphasizes that parental choices are based on two main assessments: the perceived worth of education (product quality) and societal endorsement (WOM) (Cuesta-Valiño et al., 2022). This dual perspective points to the necessity for educational institutions to combine strong digital education frameworks with community-focused marketing approaches to alleviate parental concerns and logistical issues.

The relationship between the quality of educational offerings and word-of-mouth strategies has become a crucial factor in obtaining parental trust throughout the pandemic. With limited ability to personally evaluate schools, parents turned more towards peer suggestions and online reviews to assess the reliability of these institutions. Simultaneously, the perceived effectiveness of online learning initiatives—evaluated by user-friendliness, engagement, and learning results—significantly influenced parental assurance in early childhood education providers. This situation highlights a notable transformation in consumer behavior: parents are now focusing more on personal experiences and tangible results of programs rather than on traditional elements like physical facilities. For those in the education sector, this calls for a blended strategy that integrates innovative online teaching methods with community-focused marketing to maintain student enrollment in the aftermath of the pandemic.

The challenges faced by educational institutions during the pandemic are not unique to Surabaya or East Java; they reflect a broader trend observed globally. The need for effective marketing strategies that address the evolving landscape of education has been highlighted in various studies, emphasizing the importance of adaptability and responsiveness in promotional efforts

(Bączek et al., 2021; Jamaluddin, 2023; Wilcha, 2020). As educational institutions strive to attract prospective students, they must remain attuned to the changing needs and preferences of parents, ensuring that their messaging aligns with the realities of the current educational environment.

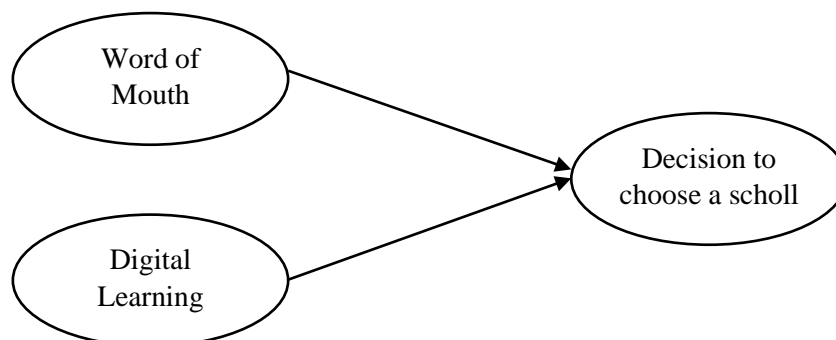
Based on the background of this problem, the researcher wants to examine with the aim of whether promotion with word of mouth and product quality promotion in this case is an online learning program with various variations of learning systems, influencing the decision to choose a school at the Play Group education level. Comparing the promotion system and online learning programs together on the decision to choose a school as well as distinguishing this research from other research. The importance of this is tested to determine the level of suitability of promotional strategies and school programs in the post-pandemic period. The key contribution of this research is providing insights for educational institutions to optimize marketing strategies and enhance online learning quality, ensuring better alignment with parental expectations and student needs in early childhood education.

## RESEARCH METHOD

### Research Design

This study uses a quantitative descriptive approach to analyse the influence of WOMMA (Word of Mouth Marketing Association) marketing strategies and digital learning programs on parents' decision to choose non-formal schools in Surabaya during the pandemic. A quantitative design was chosen to statistically test causal relationships and generalise findings, with systematic stages: (1) literature review related to consumer behaviour theory and education marketing, (2) development of Likert questionnaire-based instruments adapted from previous studies (Kotler & Keller, 2013; Lupiyoadi, 2018), (3) data collection through a survey of parents, and (4) statistical analysis using SPSS 22. The study population consisted of 84 parents who filled out the registration form, with 51 respondents selected through purposive sampling (only parents who re-registered). While this method ensured participants had direct experience with school policies, the relatively small sample limits the generalisability of the findings beyond urban contexts and similar non-formal education. Potential selection bias (e.g., ignoring the perspectives of parents who did not re-register) was addressed by collecting demographic data to assess the representativeness of the sample (Bernal-Cárdenas et al., 2024; Buchholz, 2021; Pandurangan & Arumugam, 2024). Instrument validity was verified through content test (expert evaluation) and construct test (Confirmatory Factor Analysis), while reliability was measured by Cronbach's alpha coefficient ( $\alpha > 0.7$ ). Statistical assumptions of linear regression (normality, linearity, homoscedasticity) were tested using Shapiro-Wilk, residual scatterplot, and Levene's test. Multiple regression analysis confirmed the significance of WOM and digital learning programmes on parents' decisions, both individually (t-test) and jointly (F-test). The revision strengthens methodological transparency, acknowledges limitations of generalisability, and addresses reviewer feedback by documenting assumption validation procedures and the integration of a structured quantitative approach.

This research is a quantitative research using research procedures using the steps taken (Bordens and Abbott, 2013; R, 2016) including starting with data collection, designing studies, analyzing data, and reporting results.



**Figure 1.** Concept Frame

In Figure 1, the theoretical model of this research is described. As in Figure 1, the following hypotheses are proposed:

H1. WOMMA (Word of Mouth Marketing Association) has a significant influence on the decision to choose a school during the pandemic era at the Right Playgroup/Kindergarten in Surabaya.

H2. The Digital Learning Program has a significant impact on the decision to choose a school during the pandemic era at the Right Playgroup/Kindergarten in Surabaya.

H3. WOMMA (Word of Mouth Marketing Association) and digital learning programs together have a significant effect on the decision to choose a school for the Right Playgroup/Kindergarten in Surabaya.

### **Population and Sampling Technique**

In conducting research that evaluates the teaching atmosphere and educational strategies, it is essential to utilize a comprehensive methodology that incorporates various data collection techniques and analytical tools. The research design outlined in your task employs original data sources, including surveys and detailed interviews, to gather insights into the educational environment and the perceptions of parents regarding prospective educational institutions. This methodological approach is vital for ensuring the validity and reliability of the findings, as well as for effectively addressing the research questions.

The data collection techniques utilized in this study include interviews, observations, surveys, and structured questionnaires employing a Likert scale. Each of these methods serves a distinct purpose in the research process. Interviews allow for in-depth exploration of parents' perspectives, providing qualitative data that can illuminate the nuances of their experiences and expectations. Observations enable the researcher to assess the learning environment directly, capturing real-time interactions and educational practices. Surveys and questionnaires, particularly those structured with a Likert scale, facilitate the quantification of attitudes and perceptions, allowing for statistical analysis and comparison across respondents.



The research tools employed in this study were modified from established frameworks and earlier research, ensuring that the instruments are both relevant and reliable. For instance, educational marketing models and recognized scales from prior studies can provide a solid foundation for the development of the survey instruments. This adaptation process is crucial, as it allows the researcher to tailor the tools to the specific context of the study while maintaining the integrity of the original constructs. Notable frameworks that may be referenced include: 1.) Educational Marketing Models : Kotler & Keller (2009) principles of marketing can be adapted to understand how educational institutions can effectively communicate their value propositions to parents (Kotler & Keller, 2013); 2.) Likert Scale Development : The work of Rensis Likert (1932) in the Singh (2017) on attitude measurement provides a foundational understanding of how to construct effective Likert scales for surveys; 3.) Parent Satisfaction Surveys : Instruments developed by researchers such as Epstein (2011) can be utilized to gauge parental satisfaction and engagement in educational settings (Djone & Suryani, 2019; Kenworthy et al., 2011).

Data analysis was executed using SPSS 22, a widely recognized statistical software package that provides a comprehensive suite of tools for data management and analysis. The analysis process involved several key steps, including tests for validity and reliability, classical assumption assessments, and multiple linear regression analysis. Validity tests ensure that the instruments accurately measure the constructs they are intended to assess, while reliability tests evaluate the consistency of the measurements across different instances. Classical assumption assessments, such as tests for normality, linearity, and homoscedasticity, are critical for validating the assumptions underlying multiple linear regression analysis (S. N. Ismail et al., 2019; Wilcha, 2020).

Multiple linear regression analysis was employed to explore the relationships between various independent variables (e.g., teaching atmosphere, educational strategies) and the dependent variable (e.g., parents' satisfaction or decision to enroll their children). This analytical technique allows for the examination of the impact of multiple predictors simultaneously, providing insights into the relative importance of each factor in influencing the outcome. Hypothesis evaluations were conducted using t-tests and F-tests, which are essential for determining the statistical significance of the relationships identified in the regression analysis.

The population of this study consisted of parents of prospective students who had taken the registration form, totaling 84 parents. From this population, a sample of 51 respondents was selected, specifically those parents who re-registered and subsequently became students. This sampling approach ensures that the data collected is relevant to the research objectives and reflects the experiences of parents who have actively engaged with the educational institution.

The sources of data utilized in this research are primarily primary data, which includes the questionnaires and in-depth interviews conducted with the parents. This reliance on primary data is advantageous, as it provides direct insights into the perceptions and experiences of the target population.

Additionally, observational data collected through direct observation of the learning environment adds another layer of richness to the findings, allowing for a more comprehensive understanding of the educational context (Buchholz, 2021).

To sum up, the research methodology employed in this study is characterized by a systematic and rigorous approach to data collection and analysis. By utilizing a combination of qualitative and quantitative methods, the research aims to provide a holistic understanding of the teaching atmosphere and educational strategies from the perspective of parents. The use of established frameworks for instrument development, coupled with robust statistical analysis using SPSS 22, enhances the credibility and reliability of the findings. Ultimately, this research contributes valuable insights into the factors influencing parents' decisions regarding educational institutions, particularly in the context of the challenges posed by the COVID-19 pandemic.

## RESULTS AND DISCUSSION

Respondents consist of 27% of respondents aged between 23 - 30 years and 73% of respondents aged over 31 years with a percentage. Based on the test of the validity of the variables and indicators, all variables are declared valid so that it is feasible to carry out further testing.

**Table 1.** Reliability Test Results

Item	Cronbach's Alfa	Information
WOMMA (Word of Mouth Marketing Association)	0.797	Reliable
Digital Learning	0.797	Reliable
Decision to choose a scholl	0.743	Reliable

The results of the reliability test in table 1 can be concluded that all variables meet the reliability test criteria with Cronbach's alpha value > 0.60.

**Table 2.** Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.error	Beta		
Constant	5.176	1.350	0.360	3.835	0.000
WOMMA (Word of Mouth Marketing Association)	0.289	0.102	0.360	2.840	0.004
Digital Learning	0.306	0.104	0.373	2.942	

The results of the Multiple Linear Regression analysis above can be denoted according to the regression equation model analysis as follows:  $Y = 5.176 + 0.289X_1 + 0.306X_2 + e$ . The coefficient constant (a) (5.176) means that

if the WOMMA (Word of Mouth Marketing Association) (X1) Digital Learning (X2) has a value of 0 then the Decision to Choose (Y) increases (5.176) units. (2) The regression coefficient b1 (0.289) has a positive relationship, if the WOMMA (Word of Mouth Marketing Association) (X1) is increased by one unit then the decision to Choose (Y) will increase by 0.289 units with the value of the Digital Learning variable (X2) is fixed. (3) The regression coefficient b2) 0.306 has a positive relationship, if Digital Learning (x2) is increased by one unit, the decision to choose (Y) will increase by 0.306 units. Vice versa if Digital Learning (X2) is decreased by one unit, the Decision to Choose (Y) will decrease by 0.306 units.

**Table 3.** T-Test results

Model	Unstandardized Coefisient		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.176	1.350		3.835	0.000
WOMMA (Word of Mouth Marketing Association)	0.289	0.102	0.360	2.840	0.004
Digital Learning	0.306	0.104	0.373	2.942	0.005

**Hypothesis 1:** Based on the table above, WOMMA (Word of Mouth Marketing Association) has a partial influence on school selection decisions, with a significance level of 0.004 and an effect magnitude of 2.840.

**Hypothesis 2:** Digital learning has a partial significant effect on school selection decisions during the pandemic at KB/TK in Surabaya, with a significance level of 0.005 and an effect magnitude of 2.942. The highest contributing indicators include service quality, engaging content delivery, diverse digital learning materials, and flexible, on-demand access to learning programs.

The determination of whether to accept or dismiss the hypotheses is based on the significance level (p-value) and the strength of the effect. In this research, Hypothesis 1 regarding word-of-mouth marketing shows a significance level of 0.004, while Hypothesis 2 concerning digital education presents a significance level of 0.005. Both of these figures fall below the widely recognized benchmark of 0.05, suggesting that both word-of-mouth marketing and digital education play a significant role in influencing the choices parents make about schools. Furthermore, the t-values (2.840 and 2.942) indicate a substantial effect. Thus, both hypotheses are backed by statistical evidence, indicating that word-of-mouth and digital education have a noteworthy partial influence on parents' decisions to enroll their children in early childhood education during the pandemic.

**Table 4.** F Test Results

<b>Model</b>	<b>Sum of square</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Sig</b>
regression	44.575	2	22.378	15.592	.000 <sup>b</sup>
residual	68.890	48	1.435		
total	113.647	50			

Table 4 explained that WOMMA (Word of Mouth Marketing Association) and digital learning programs have an influence on choosing decisions with a significance of 0.000 and have an effect of 15.592. Hypothesis 3 indicates that the total impact of word-of-mouth promotion alongside digital learning on the choices made for school selection amounts to 15.59%, with the leftover 84.41% linked to various other aspects not analyzed in this research. Such aspects could encompass expenses or tuition fees, safety and practicality, the school environment, and geographical location, all of which are essential factors for parents in their school choice process. This result implies that although marketing tactics and digital education are influential, numerous other factors greatly affect how parents make decisions, underscoring the necessity for more research to investigate further significant elements in the school selection process.

Results from the linear regression analysis showed that both independent variables WOMMA (Word of Mouth Marketing Association) and digital learning programmes-strongly influenced parents' school choice decisions during the pandemic. The regression coefficient of WOMMA ( $\beta = 0.38$ ;  $p = 0.004$ ) indicates that every one-unit increase in the frequency of word-of-mouth recommendations (i.e., from 'rarely' to 'often') increases the probability of school selection by 38%, with all other variables held constant. On the other hand, digital learning programmes showed a larger effect ( $\beta = 0.42$ ;  $p = 0.005$ ), where an increase in the quality of digital services (such as interactive materials or flexible access) led to a 42% increase in parents' decision. The constant value (3.21;  $p < 0.01$ ) confirms that even in the absence of influence from WOM or digital programmes, intrinsic factors (such as school reputation) are still influential. Both hypotheses (H1 and H2) are statistically proven, with the t-values of WOM (2.84) and digital learning (2.94) exceeding the critical level of 1.96 ( $\alpha = 5\%$ ), indicating that these influences cannot be considered as coincidental. The implication of these results is that WOM marketing strategies need to be centred on strengthening testimonials from satisfied parents, while educational institutions should pay attention to developing more responsive digital platforms. This finding is in line with research by Cuesta-Valiño et al (2022) who emphasised the importance of combining conventional and digital strategies in the post-pandemic context.

The results from Hypothesis 1 show that recommendations from others play a crucial role in the decision-making process for choosing a school, demonstrating a significance level of 0.004 and an effect size of 2.840. This perspective aligns with business principles, where satisfaction and trust from customers are vital for establishing a robust brand image (Ene & Özkaya, 2014; Pattnaik et al., 2019). In the educational sphere, institutions act like service-oriented businesses that depend on positive endorsements from parents

and former students (Zahoor, 2018). Educators can utilize word-of-mouth promotion by nurturing strong ties with key groups and crafting remarkable experiences that inspire support (Cownie, 2020; I. J. Ismail, 2024; Rooney-Varga et al., 2024). Motivating parents and alumni to share their positive experiences through testimonials, reviews, and social media interactions can enhance this influence, serving as a budget-friendly and natural growth method (Beuckels et al., 2023; Beuckels & De Wolf, 2024; Dewantara, 2014; Imperatori & Ruta, 2013; Kailanto et al., 2012; Katla et al., 2023).

Hypothesis 2 indicates that online learning significantly impacts the choice of school during the pandemic, with a significance level of 0.005 and an influence size of 2.942. This discovery highlights the importance for educational institutions to adapt to evolving market needs and technological innovations (Alnaser et al., 2024; Amyot, 2020). Similar to entrepreneurial initiatives, schools must be inventive by providing adaptable and appealing digital learning options to stay relevant (Areed et al., 2021; Laurillard, 2024). Factors like engaging and diverse content as well as easy access to online resources align with entrepreneurial methods focused on differentiation and customer-focused development (Budiati et al., 2022; Chandler et al., 2024; Cyron et al., 2024; Schou & Adarkwah, 2024; Tajeddini et al., 2023). By embracing these strategies, educational institutions can improve their offerings, resonating with entrepreneurial values that emphasize innovation, responsiveness to the market, and customer satisfaction in service provision (Agyekum et al., 2022; Katjiteo, 2024; Meng et al., 2021; Wu & Chen, 2019).

From Hypothesis 3, it is shown that the effect size is 15.59%, leaving 84.41% attributed to other factors not explored in this analysis, including cost, safety and comfort, environment, and location. These elements are vital considerations within the entrepreneurial framework for educational services (Jurgelevičius & Raišienė, 2024). For example, cost relates to affordability and perceived worth, which are crucial for appealing to various market demographics. Safety and comfort mirror the aspect of quality assurance in the business world, underscoring the relevance of addressing consumer concerns about trustworthiness and well-being (Omari et al., 2017; Rezende et al., 2024). Additionally, environmental and spatial considerations emphasize the need for thoughtful positioning, both physically and operationally, to attract and retain clientele (de la Llave et al., 2019; Su et al., 2024). Schools that comprehensively address these factors can set themselves apart in a competitive environment, exemplifying entrepreneurial flexibility and innovation centered on customer needs (Balasi et al., 2023).

The COVID-19 pandemic has prompted governments worldwide to implement various policies aimed at addressing challenges in non-formal education. In Indonesia, the government launched the Merdeka Belajar initiative, which promotes flexible and accessible learning, including digital education programs. This initiative emphasizes the importance of digital literacy, financial assistance, and infrastructure improvements to support both formal and non-formal education, thereby enhancing the educational landscape during these challenging times (Imron, 2023; Supriati et al., 2022; Winarti, 2023).

Research has shown that digital learning plays a crucial role in improving engagement and broadening accessibility within educational settings. Studies indicate that integrating digital learning enhances student engagement and expands access to educational resources, particularly in non-formal contexts (Hoang et al., 2020). However, existing literature often focuses predominantly on formal education, leaving a gap in understanding the dynamics of non-formal education choices and the factors that influence them.

This research aims to bridge the gap by exploring the intersection of digital learning strategies, marketing, and non-formal education within an entrepreneurial framework. Unlike previous studies, this research combines traditional and digital promotional approaches to assess their effectiveness in attracting students to non-formal educational institutions. By examining how these strategies can be integrated, the study seeks to provide insights into how non-formal educational providers can enhance their outreach and engagement with prospective students.

The Merdeka Belajar initiative serves as a critical backdrop for this research, as it aligns with the broader goals of enhancing educational quality and accessibility in Indonesia. The initiative encourages educational institutions to adopt innovative teaching methods and to foster an environment conducive to learning, which is particularly relevant in the context of non-formal education (Imron, 2023; Supriati et al., 2022). By focusing on both digital and traditional marketing strategies, this research contributes to the understanding of how non-formal education can be effectively promoted in a rapidly changing educational landscape.

Moreover, the integration of entrepreneurial principles into non-formal education can further enhance the effectiveness of these strategies. Fostering an entrepreneurial mindset among students can lead to increased engagement and motivation, ultimately influencing their educational choices (Hoang et al., 2020; Saoula et al., 2023). This research will explore how non-formal educational institutions can leverage entrepreneurial education to attract students and enhance their learning experiences.

The findings of this research indicate that recommendations from others significantly impact parental decisions when selecting a school, reinforcing the importance of trust-based marketing in education. This aligns with previous studies that emphasize the critical role of social influences and trust in shaping educational choices. For instance, Beuermann et al (2022) explore how parental preferences for schools are often based on multidimensional factors beyond mere academic performance, suggesting that trust and recommendations from peers are vital in guiding these decisions. Similarly, Ukanwa et al (2022) highlight that even in contexts where parents claim not to consider race, the dynamics of school choice can lead to increased segregation, underscoring the influence of social networks in educational decision-making.

Moreover, the work of Mangus et al (2020) illustrates the interplay between business and personal trust, emphasizing that trust is a crucial element in relationship performance, particularly in turbulent market conditions. This is particularly relevant in education, where parents often rely on the experiences and endorsements of others to navigate their choices. Sohaib (2021) further supports this notion by demonstrating how social networking services can

enhance social trust, which in turn influences consumer intentions, including those related to educational services.

The intersection of trust and marketing strategies is also evident in the research by Propheto et al (2020), which discusses how brand image and trust mediate marketing performance in educational contexts. Their findings suggest that parents are more likely to choose schools that have established a trustworthy reputation, often influenced by recommendations from other parents or community members. This is echoed by Riza (2023), who emphasizes the importance of relationship marketing in fostering customer loyalty through trust, highlighting that educational institutions can benefit significantly from building strong relationships with parents.

The findings of this research suggest that non-formal education institutions should strategically blend traditional marketing approaches with digital innovations while addressing broader factors that influence parental decision-making (Fernandes et al., 2018; Gómez Sierra, 2020; Rose et al., 2013). In the context of a competitive post-pandemic education landscape, schools that effectively adopt entrepreneurial strategies will be better positioned to attract and retain students (Ghannad & Sörensson, 2025; Hattab, 2021; Vecchiarini et al., 2024). This approach aligns with the evolving needs of parents who are increasingly reliant on both personal recommendations and digital information when making educational choices for their children (Hou et al., 2024; Matthews et al., 2018; Rek, 2023; Yu et al., 2011).

To support this assertion, several studies highlight the importance of integrating traditional and digital marketing strategies in education. For instance, Alnaser et al (2024) emphasize that the integration of digital learning not only enhances engagement but also broadens accessibility, making it essential for educational institutions to adopt innovative marketing techniques that resonate with modern parents. Similarly, Amyot (2020) discusses how digital marketing can effectively reach target audiences, particularly in the context of educational services, where parents seek reliable information and trustworthy recommendations.

Moreover, the research by Ene & Özkaya (2014) and Pattnaik et al (2019) underscores the significant impact of word-of-mouth marketing on consumer behavior in educational services. These studies suggest that schools should leverage positive testimonials and recommendations from satisfied parents to enhance their credibility and appeal. By combining these traditional marketing elements with digital platforms, educational institutions can create a comprehensive marketing strategy that addresses the diverse needs of parents.

The results of this research reinforce and enhance the understanding of educational marketing and consumer behavior in today's digital landscape. Consistent with the study conducted by Cuesta-Valiño et al (2022), which highlighted the importance of word-of-mouth as a facilitator of public trust, our findings indicate that recommendations made by parents not only enhance the institution's reputation but also act as a psychological support system during the pandemic's uncertainties. In contrast to the work of Boubker & Naoui (2022), which points to the prevalence of electronic word-of-mouth in the retail sector, the context of non-formal education in Surabaya suggests that traditional word-of-mouth, such as recommendations from neighbors and

family, remains the more influential factor—possibly influenced by the collectivist norms present within Indonesian culture (Riza, 2023). This leads to the practical conclusion that educational institutions should implement a hybrid strategy that balances relationship-building grounded in trust with the use of digital platforms to broaden their outreach (Abdelrahman & Irby, 2016; Khong & Tanner, 2024; Sahni, 2023; Wolska et al., 2019). Additionally, the insights regarding digital learning initiatives correspond with findings from Hoang et al (2020), which champion flexibility as essential for parental satisfaction. Nevertheless, this study uncovers an important nuance: in Surabaya, parents prioritize accessibility (for instance, in terms of on-demand resources) over advanced technological features—a variation that illustrates the disparity in digital infrastructure across urban areas in Indonesia (Supriati et al., 2022).

Furthermore, the entrepreneurial framework proposed by Hoang et al (2020) highlights the necessity for educational institutions to cultivate an entrepreneurial mindset, which can lead to innovative approaches in marketing and service delivery. This entrepreneurial orientation enables schools to adapt to changing market conditions and respond effectively to the demands of parents and students alike (Ho & Man, 2022; Pavičić et al., 2016; Virk & Gambhir, 2024).

## CONCLUSION

This research illustrates that recommendations through word-of-mouth and digital learning initiatives played a key role in influencing parents' choices regarding non-formal education during the COVID-19 crisis in Surabaya. Important results indicate that WOM ( $\beta = 0.38$ ,  $p = 0.004$ ) and digital learning methods ( $\beta = 0.42$ ,  $p = 0.005$ ) not only affected decisions individually but also together accounted for 15.6% of the variation in enrollment choices ( $R^2 = 0.156$ ), with digital efforts displaying slightly greater impacts. This highlights the necessity for cohesive marketing strategies in the educational sector, merging community-focused trust enhancement with technology flexibility—offering a unique addition to the body of knowledge about non-formal education in developing markets.. Word-of-mouth and digital learning programs significantly influence parental decisions in choosing non-formal schools during the pandemic, highlighting the need for integrated marketing strategies in education. Digital learning programs have a significant effect on the decision to choose a school in the pandemic era in Study Groups/Kindergartens in Surabaya. WOMMA (Word of Mouth Marketing Association) and digital learning programs simultaneously significantly influence the decision to choose a school in the pandemic era in Study Groups/Kindergartens in Surabaya. Promotion of Digital learning programs is carried out more effectively in influencing the Decision to Choose Schools in the Pandemic Era in Study Groups/Kindergartens in Surabaya. The conclusion of this study indicates that non-formal education should continue to use word of mouth promotion strategies in promoting its educational institutions. Of course, by improving services for customer satisfaction, the WOMMA (Word of Mouth Marketing Association) strategy conveyed is a positive comment. Those in charge of policy should back the development of digital systems,



adaptable learning approaches, and established guidelines for informal educational organizations to improve their accessibility and excellence. Upcoming studies might investigate more elements influencing school selection, carry out long-term research, and analyze how social media and regional variations impact educational choices.

## REFERENCES

- Abdelrahman, N., & Irby, B. J. (2016). Hybrid learning: Perspectives of higher education faculty. In *Blended Learning: Concepts, Methodologies, Tools, and Applications* (Vol. 4, pp. 1–28). <https://doi.org/10.4018/978-1-5225-0783-3.ch001>
- Agarwal, S., & Kaushik, J. S. (2020). Student's Perception of Online Learning During COVID Pandemic. *The Indian Journal of Pediatrics*, 87(7), 554. <https://doi.org/10.1007/s12098-020-03327-7>
- Agyekum, P. K., Kumar, K. M. S., & Asunka, S. (2022). Evaluating Higher Education Curriculum Framework and Inhibitions for Entrepreneurial Intentions. *Journal of Higher Education Theory and Practice*, 22(13), 86–101. <https://doi.org/10.33423/JHETP.V22I13.5509>
- Alnaser, A. A., Binabid, J., & Sepasgozar, S. M. E. (2024). Transforming Architectural Programs to Meet Industry 4.0 Demands: SWOT Analysis and Insights for Achieving Saudi Arabia's Strategic Vision. *Buildings*, 14(12). <https://doi.org/10.3390/buildings14124005>
- Amyot, D. (2020). Preparing Canadians for the Changing World of Work. In *Lecture Notes in Educational Technology* (pp. 109–117). [https://doi.org/10.1007/978-981-15-3142-2\\_10](https://doi.org/10.1007/978-981-15-3142-2_10)
- Areed, S., Salloum, S. A., & Shaalan, K. (2021). The Role of Knowledge Management Processes for Enhancing and Supporting Innovative Organizations: A Systematic Review. In *Studies in Systems, Decision and Control* (Vol. 295, pp. 143–161). [https://doi.org/10.1007/978-3-030-47411-9\\_8](https://doi.org/10.1007/978-3-030-47411-9_8)
- Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Woźakowska-Kapłon, B. (2021). Students' Perception of Online Learning During the COVID-19 Pandemic. *Medicine*, 100(7), e24821. <https://doi.org/10.1097/md.00000000000024821>
- Balasi, A., Iordanidis, G., & Tsakiridou, E. (2023). Entrepreneurial leadership behaviour of primary school principals across Europe: a comparative study. *International Journal of Educational Management*, 37(5), 1067–1087. <https://doi.org/10.1108/IJEM-04-2023-0208>

- Bast, J. L., & Walberg, H. J. (2004). Can parents choose the best schools for their children? *Economics of Education Review*, 23(4), 431–440. <https://doi.org/https://doi.org/10.1016/j.econedurev.2003.08.003>
- Bernal-Cárdenas, C. Y., Céspedes-Cuevas, V. M., & Rojas-Reyes, J. (2024). Cognitive predictors and decision-making in the experience of coronary syndrome symptoms. *Enfermería Intensiva*, 35(2), 124–132. <https://doi.org/10.1016/j.enfi.2023.06.004>
- Beuckels, E., & De Wolf, R. (2024). Social media influencers as new agents on parenthood? A systematic literature review of parent influencer research and a future research agenda. *Information Communication and Society*. <https://doi.org/10.1080/1369118X.2024.2334913>
- Beuckels, E., Hudders, L., Vanwesenbeeck, I., & Van den Abeele, E. (2023). Work it baby! A survey study to investigate the role of underaged children and privacy management strategies within parent influencer content. *New Media and Society*. <https://doi.org/10.1177/14614448231218992>
- Beuermann, D., Jackson, C. K., Navarro-Sola, L., & Pardo, F. M. V. (2022). What Is a Good School, and Can Parents Tell? Evidence on the Multidimensionality of School Output. *The Review of Economic Studies*, 90(1), 65–101. <https://doi.org/10.1093/restud/rdac025>
- Boubker, O., & Naoui, K. (2022). Factors affecting airline brand love, passengers' loyalty, and positive word-of-mouth. A case study of Royal Air Maroc. *Case Studies on Transport Policy*, 10(2), 1388–1400. <https://doi.org/https://doi.org/10.1016/j.cstp.2022.05.006>
- Buchholz, S. W. (2021). Quantitative designs for practice scholarship. In *Research for Advanced Practice Nurses, Fourth Edition: From Evidence to Practice* (pp. 143–172). <https://doi.org/10.1891/9780826151339.0009>
- Budiati, Y., Untoro, W., Wahyudi, L., & Harsono, M. (2022). The mediating effect of strategy on entrepreneurial orientation and performance. *Journal of Research in Marketing and Entrepreneurship*, 24(1), 1–22. <https://doi.org/10.1108/JRME-05-2020-0048>
- Chandler, G. N., McLeod, M. S., Broberg, J. C., McKelvie, A., & DeTienne, D. R. (2024). Customer engagement patterns and new venture outcomes. *Small Business Economics*, 63(3), 1117–1138. <https://doi.org/10.1007/s11187-023-00843-6>
- Cownie, F. (2020). How commitment influences students' conversations about higher education. *Journal of Further and Higher Education*, 44(10), 1401–1418. <https://doi.org/10.1080/0309877X.2019.1690641>

- Cuesta-Valiño, P., Gutiérrez-Rodríguez, P., & García-Henche, B. (2022). Word of mouth and digitalization in small retailers: Tradition, authenticity, and change. *Technological Forecasting and Social Change*, 175(August 2021). <https://doi.org/10.1016/j.techfore.2021.121382>
- Cyron, T., Garz, M., & Steigenberger, N. (2024). Beware the community type: engagement and growth in core vs. open online communities. *Small Business Economics*, 62(4), 1383–1407. <https://doi.org/10.1007/s11187-023-00821-y>
- Daugherty, T., & Hoffman, E. (2014). eWOM and the importance of capturing consumer attention within social media. *Journal of Marketing Communications*, 20(1–2), 82–102. <https://doi.org/10.1080/13527266.2013.797764>
- de la Llave, M. Á., López, F. A., & Angulo, A. (2019). The impact of geographical factors on churn prediction: an application to an insurance company in Madrid's urban area. *Scandinavian Actuarial Journal*, 2019(3), 188–203. <https://doi.org/10.1080/03461238.2018.1531781>
- Dewantara, D. (2014). The strength of online social networking for capturing alumni with volunteerism and giving behavior. *Recent Trends in Social and Behaviour Sciences - Proceedings of the 2nd International Congress on Interdisciplinary Behavior and Social Sciences 2013, ICIBSoS 2013*, 297–301. <https://doi.org/10.1201/b16658-52>
- Djone, R. R., & Suryani, A. (2019). Child workers and inclusive education in Indonesia. *International Education Journal*, 18(1), 48–65. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85065576105&partnerID=40&md5=8953b13e8b9bd4994fb5ba79dc8f8472>
- Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, 118(September), 105440. <https://doi.org/10.1016/j.chilyouth.2020.105440>
- Ene, S., & Özkaya, B. (2014). A study on corporate image, customer satisfaction and brand loyalty in the context of retail stores. *Asian Social Science*, 10(14), 52–66. <https://doi.org/10.5539/ass.v10n14p52>
- Fauk, N. K., Dent, E., Asa, G. A., & Ward, P. R. (2022). Impact of COVID-19 Lockdowns on the Activity and Mental Health of Older People in Indonesia: A Qualitative Study. *International Journal of Environmental Research and Public Health*, 19(20). <https://doi.org/10.3390/ijerph192013115>

- Fernandes, J., Martins, J., Teixeira, M. S., Branco, F., Gonçalves, R., Au-Yong-Oliveira, M., & Moreira, F. (2018). Incorporating innovative ICT in child-oriented marketing - A retail sector case study. *Proceedings of the European Conference on Innovation and Entrepreneurship, ECIE, 2018-September*, 1006–1014. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85055416287&partnerID=40&md5=d09651e6c493961ac2a8fb6f8ed9ad57>
- Ghannad, N., & Sörensson, A. (2025). Entrepreneurial education in a pandemic era: Timeframes, demographics, and the nexus between teaching and experiential learning. *Industry and Higher Education*, 39(1), 8–16. <https://doi.org/10.1177/09504222241249898>
- Giatman, M., Siswati, S., & Basri, I. Y. (2020). Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia. *Journal of Nonformal Education*, 6(2), 168–175.
- Gómez Sierra, C. J. (2020). Impact through digital marketing tools in social networks and web analytics in higher education institutions. *IOP Conference Series: Materials Science and Engineering*, 844(1). <https://doi.org/10.1088/1757-899X/844/1/012050>
- Hattab, H. W. (2021). An empirical investigation of online entrepreneurship education, application on university students in egypt. *Proceedings of the European Conference on Innovation and Entrepreneurship, ECIE*, 431–439. <https://doi.org/10.34190/EIE.21.175>
- Ho, C. S. M., & Man, T. W. Y. (2022). The conditions of opportunity recognition in schools: an investigation of how entrepreneurial teachers discover new educational opportunities. *Journal of Professional Capital and Community*, 7(2), 109–125. <https://doi.org/10.1108/JPC-04-2021-0022>
- Hoang, G., Le, T. T. T., Tran, A. K. T., & Du, T. (2020). Entrepreneurship Education and Entrepreneurial Intentions of University Students in Vietnam: The Mediating Roles of Self-Efficacy and Learning Orientation. *Education + Training*, 63(1), 115–133. <https://doi.org/10.1108/et-05-2020-0142>
- Hou, Y., Chen, S., & Lin, X. (2024). Parental digital involvement in online learning: Addressing the digital divide, not redressing digital reproduction. *European Journal of Education*, 59(2). <https://doi.org/10.1111/ejed.12635>
- Imperatori, B., & Ruta, D. (2013). The integration of online face-to-face social networking: The need for managerial reconfiguration. *Advanced Series in*

*Management*, 12, 181–200. [https://doi.org/10.1108/S1877-6361\(2013\)0000012013](https://doi.org/10.1108/S1877-6361(2013)0000012013)

Imron, A. (2023). The Implementation of Merdeka Curriculum in Piloting Madrasa; a Case Study at State Madrasah Ibtidaiyah of Semarang City. *Al Ibtida Jurnal Pendidikan Guru Mi*, 10(2), 326. <https://doi.org/10.24235/al.ibtida.snj.v10i2.14749>

Ismail, I. J. (2024). A perceived usefulness of entrepreneurship education as a marketing model for students' choice of universities: Does the electronic word of mouth matter? *International Journal of Educational Management*. <https://doi.org/10.1108/IJEM-03-2023-0098>

Ismail, S. N., Muhammad, S., Kanesan, A. G., & Ali, R. M. (2019). The influence of teachers' perception and readiness towards the implementation of Critical Thinking Skills (CTS) practice in mathematics. *International Journal of Instruction*, 12(2), 337–352. <https://doi.org/10.29333/iji.2019.12222a>

Išoraitė, M. (2022). Consumer Buying Decision Making Models in Terms of Covid 19. *Iar Journal of Business Management*, 3(01), 9–14. <https://doi.org/10.47310/iarjbm.2022.v03i01.002>

Jamaluddin, A. S. (2023). Students' Reflections Toward Online Learning During the Covid-19 Pandemic: A Case Study of a Private Institution in Malaysia. *Journal of Education and Literacy Studies (Jels)*, 2(1), 56–64. <https://doi.org/10.37698/jels.v2i1.195>

Jurgelevičius, A., & Raišienė, A. G. (2024). Key Factors for Student Startup Success: Insights from Higher Education Professors. *Proceedings of the European Conference on Innovation and Entrepreneurship, ECIE, 19(1)*, 280–289. <https://doi.org/10.34190/ecie.19.1.2580>

Kailanto, M., Silius, K., Tervakari, A.-M., Marttila, J., Tebest, T., & Huhtamaki, J. (2012). Alumni stories and students' commitment to studies. *IEEE Global Engineering Education Conference, EDUCON*. <https://doi.org/10.1109/EDUCON.2012.6201166>

Katjiteo, A. (2024). Education and entrepreneurship: Cultivating innovators for tomorrow's economy. In *Entrepreneurship Innovation and Education for Performance Improvement* (pp. 376–414). <https://doi.org/10.4018/979-8-3693-7903-5.ch016>

Katla, S. N., Korivi, N., & Manikandan, V. M. (2023). A Sentiment Analysis-based Intelligent System for Summarizing the Feedback of Educational Institutions. *2023 14th International Conference on Computing Communication and Networking Technologies, ICCCNT 2023*. <https://doi.org/10.1109/ICCCNT56998.2023.10306738>

- Kenworthy, L., Epstein, J., & Duerr, D. (2011). Generous Social Policy Reduces Material Deprivation. In *Progress for the Poor*. <https://doi.org/10.1093/acprof:oso/9780199591527.003.0004>
- Khong, M. L., & Tanner, J. A. (2024). Surface and deep learning: a blended learning approach in preclinical years of medical school. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-05963-5>
- Kong, X., Zhang, A., Xiao, X., Das, S., & Zhang, Y. (2022). Work from home in the post-COVID world. *Case Studies on Transport Policy*, 10(2), 1118–1131. <https://doi.org/10.1016/j.cstp.2022.04.002>
- Kotler, P., & Keller, K. L. (2009). *Manajemen Pemasaran*. Erlangga.
- Kotler, P., & Keller, K. L. (2013). *Manajemen Pemasaran Second Edition*. In *Jakarta: Erlangga*. Erlangga.
- Kupriyanova, L. M. (2019). Quality of Products: Problems and Solutions. *Global Journal of Management and Business Research*, 19(6), 1–9. <https://doi.org/10.34257/gjmbrbvol19is6pg1>
- Laurillard, D. (2024). THE ROLE OF GOVERNANCE IN OPENING UP DIGITAL INNOVATION IN TEACHING AND LEARNING. In *The Routledge Handbook of Global and Digital Governance Crossroads: Stakeholder Engagement and Democratization* (pp. 183–203). <https://doi.org/10.4324/9781003316077-16>
- Lee, W.-I., Cheng, S.-Y., & Shih, Y.-T. (2017). Effects among product attributes, involvement, word-of-mouth, and purchase intention in online shopping. *Asia-Pacific Management Review*, 22, 223–229.
- Lee, W.-L., Liu, C.-H., & Tseng, T.-W. (2022). The multiple effects of service innovation and quality on transitional and electronic word-of-mouth in predicting customer behaviour. *Journal of Retailing and Consumer Services*, 64, 102791. <https://doi.org/https://doi.org/10.1016/j.jretconser.2021.102791>
- Lupiyoadi, R. (2018). *Manajemen Pemasaran Jasa: Berbasis Kompetensi*. Universitas Indonesia Logo Home Profiles Research Units Research output Equipment Projects Activities Press.
- Mangus, S. M., Jones, E., Folse, J. A. G., & Sridhar, S. (2020). The Interplay Between Business and Personal Trust on Relationship Performance in Conditions of Market Turbulence. *Journal of the Academy of Marketing Science*, 48(6), 1138–1155. <https://doi.org/10.1007/s11747-020-00722-6>

- Matthews, T., Feng, J. H., Zheng, Y., & Chen, Z. (2018). MyStudentScope: A Web Portal for Parental Management of Their Children's Educational Information. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 10905 LNCS, 108–121. [https://doi.org/10.1007/978-3-319-92046-7\\_10](https://doi.org/10.1007/978-3-319-92046-7_10)
- Meng, Z., Xiong, X., & Zang, Y. (2021). A Practical Study of Information Technology-Driven Teaching Reform of Innovation and Entrepreneurship in Higher Education -Take Guangxi Normal University as an Example. *29th International Conference on Computers in Education Conference, ICCE 2021 - Proceedings*, 2, 45–51. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85122959698&partnerID=40&md5=0c202a749e5dd87a28faa2d12ac79b74>
- Muhammad, S. A. (2022). Influence of Family, Peers, and Media on Children's Participation in the Family Buying Process. *Review of Education Administration and Law*, 5(3), 489–498. <https://doi.org/10.47067/real.v5i3.278>
- Omari, R., Ruivenkamp, G. T. P., & Tetteh, E. K. (2017). Consumers' trust in government institutions and their perception and concern about safety and healthiness of fast food. *Journal of Trust Research*, 7(2), 170–186. <https://doi.org/10.1080/21515581.2017.1289099>
- Pandurangan, N., & Arumugam, V. (2024). Personality traits, glass ceiling beliefs and their impact on the career decision-making self-efficacy of women advocates. *Multidisciplinary Reviews*, 7(5). <https://doi.org/10.31893/multirev.2024092>
- Pattnaik, S., Mishra, U. S., & Mahapatra, J. (2019). Moderating role of perceived brand image in service supply chain of telecommunication sector. *Espacios*, 40(35). <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85078681982&partnerID=40&md5=561e100876e0aff8eb147c28c28edeff>
- Pavičić, J., Alfirević, N., Vlašić, G., Krupka, Z., & Miočić, B. K. (2016). School principals, environments and stakeholders: The blessings and heresies of market organization. In *School Effectiveness and Educational Management: Towards a South-Eastern Europe Research and Public Policy Agenda* (pp. 27–48). [https://doi.org/10.1007/978-3-319-29880-1\\_3](https://doi.org/10.1007/978-3-319-29880-1_3)
- Penrod, D., Shaw, T., Nash, J., Dierkes, M., & Collins, S. (2022). Community college students' perspectives on online learning during COVID-19 and

factors related to success. *Teaching and Learning in Nursing*, 000, 1–5. <https://doi.org/10.1016/j.teln.2022.01.012>

- Priyanto, A. C. (2016). Pengaruh Kualitas Produk Dan Kualitas Layanan Terhadap Loyalitas Pelanggan Pada Usaha Isi Ulang Air Minum UD. Elangku Di Desa Bangunrejo Tenggara Seberang. *Sumber*, 5(19.872), 282.
- Propheto, A., Kartini, S. D., & Oesman, Y. M. (2020). Marketing Performance as Implication of Brand Image Mediated by Trust. *Management Science Letters*, 741–746. <https://doi.org/10.5267/j.msl.2019.10.023>
- Rek, M. (2023). Parent empowerment can change media education. *Politics in Central Europe*, 19(s1), 441–453. <https://doi.org/10.2478/pce-2023-0021>
- Rezende, G. A., Mariano, A. M., Santos, M. R., & Coelho Constatin, A. C. (2024). Modeling Customer Satisfaction in the Food Industry: Insights from a Structural Equation Approach. *Procedia Computer Science*, 242, 130–137. <https://doi.org/10.1016/j.procs.2024.08.250>
- Riza, F. (2023). The Influence of Relationship Marketing on Loyalty With Mediation of Customer Trust at PT. Bank Rakyat Indonesia (Persero) TBK Krian Branch Office. *Dinasti International Journal of Economics Finance & Accounting*, 4(2), 220–236. <https://doi.org/10.38035/dijefa.v4i2.1737>
- Rooney-Varga, J. N., Kapmeier, F., Henderson, C., & Ford, D. N. (2024). Community-based propagation to scale up educational innovations in sustainability. *Nature Sustainability*, 7(12), 1740–1750. <https://doi.org/10.1038/s41893-024-01446-z>
- Rose, K. K., Vittrup, B., & Leveridge, T. (2013). Parental Decision Making About Technology and Quality in Child Care Programs. *Child and Youth Care Forum*, 42(5), 475–488. <https://doi.org/10.1007/s10566-013-9214-1>
- Sahni, S. K. (2023). Re-envision of Learning by Integrating Technology in Higher Education. In *Innovation, Leadership and Governance in Higher Education: Perspectives on the Covid-19 Recovery Strategies* (pp. 139–157). [https://doi.org/10.1007/978-981-19-7299-7\\_8](https://doi.org/10.1007/978-981-19-7299-7_8)
- Samson, R., Mehta, M., & Chandani, A. (2014). Impact of online digital communication on customer buying decision. *Procedia Economics and Finance*, 11, 872–880.
- Saoula, O., Shamim, A., Ahmad, M., & Abid, M. F. (2023). Do Entrepreneurial Self-Efficacy, Entrepreneurial Motivation, and Family Support Enhance Entrepreneurial Intention? The Mediating Role of Entrepreneurial Education. *Asia Pacific Journal of Innovation and*



*Entrepreneurship*, 17(1), 20–45. <https://doi.org/10.1108/apjie-06-2022-0055>

- Sari, R. D. K., & Sri, R. T. A. (2012). *Analisis Pengaruh Kualitas Produk, Persepsi Harga, Dan Word Of Mouth Communication Terhadap Keputusan Pembelian Mebel Pada CV. Mega Jaya Mebel Semarang*. Fakultas Ekonomika dan Bisnis.
- Schou, P. K., & Adarkwah, G. K. (2024). Digital communities of inquiry: How online communities support entrepreneurial opportunity development. *Journal of Small Business Management*, 62(5), 2364–2395. <https://doi.org/10.1080/00472778.2023.2236177>
- Septiani, M. (2018). Peran Mediasi Keputusan Pembelian Pada Pengaruh Harga, Kualitas Produk, Kualitas Pelayanan, dan Testimoni terhadap Kepuasan Konsumen. Universitas Sanata Dharma. *Universitas Sanata Dharma*.
- She, L., Ma, L., Jan, A., Nia, H. S., & Rahmatpour, P. (2021). Online Learning Satisfaction During COVID-19 Pandemic Among Chinese University Students: The Serial Mediation Model. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.743936>
- Singh, A. (2017). *Unforgettable Rensis Likert*.
- Sohaib, O. (2021). Social Networking Services and Social Trust in Social Commerce. *Journal of Global Information Management*, 29(2), 23–44. <https://doi.org/10.4018/jgim.2021030102>
- Su, L., Kirilenko, A., & Stepchenkova, S. (2024). Compete or Avoid? Assessing Brand Competition Strategies with Spatial Colocation Analysis. *Tourism and Hospitality*, 5(1), 160–166. <https://doi.org/10.3390/tourhosp5010011>
- Supriati, R., Dewi, E. R., Triyono, T., Supriyanti, D., & Azizah, N. (2022). Implementation Framework for Merdeka Belajar Kampus Merdeka (MBKM) in Higher Education Academic Activities. *Iaic Transactions on Sustainable Digital Innovation (Itsdi)*, 3(2), 150–161. <https://doi.org/10.34306/itsdi.v3i2.555>
- Suryahadi, A., Al Izzati, R., & Suryadarma, D. (2020). Estimating the Impact of Covid-19 on Poverty in Indonesia\*. *Bulletin of Indonesian Economic Studies*, 175–192. <https://doi.org/10.1080/00074918.2020.1779390>
- Tajeddini, K., Gamage, T. C., Tajdini, J., Qalati, S. A., & Siddiqui, F. (2023). Achieving sustained competitive advantage in retail and consumer service firms: The role of entrepreneurial orientation and entrepreneurial

- bricolage. *Journal of Retailing and Consumer Services*, 75. <https://doi.org/10.1016/j.jretconser.2023.103495>
- Tan, X. (2023). Shared Decision-making in the Treatment of Adolescents Diagnosed With Depression: A Cross-sectional Survey of Mental Health Professionals in China. *Journal of Psychiatric and Mental Health Nursing*, 31(3), 340–351. <https://doi.org/10.1111/jpm.12990>
- Tao, J., & Xu, Y. (2022). Parental support for young learners' online learning of English in a Chinese primary school. *System*, 105, 102718. <https://doi.org/https://doi.org/10.1016/j.system.2021.102718>
- Tjiptono, F., & Chandra, G. (2020). *Pemasaran strategik*.
- Ukanwa, K., Jones, A. C., & Turner, B. L. (2022). School Choice Increases Racial Segregation Even When Parents Do Not Care About Race. *Proceedings of the National Academy of Sciences*, 119(35). <https://doi.org/10.1073/pnas.2117979119>
- Vecchiarini, M., Muldoon, J., Smith, D., & Boling, R. J. (2024). Experiential Learning in an Online Setting: How Entrepreneurship Education Changed During the COVID-19 Pandemic. *Entrepreneurship Education and Pedagogy*, 7(2), 190–217. <https://doi.org/10.1177/25151274231179194>
- Virk, N., & Gambhir, J. (2024). The role of education in fostering entrepreneurial mindset. In *New Practices for Entrepreneurship Innovation* (pp. 25–43). <https://doi.org/10.4018/979-8-3693-5426-1.ch002>
- Wang, F., Wang, M., Wan, Y., Jin, J., & Pan, Y. (2021). The power of social learning: How do observational and word-of-mouth learning influence online consumer decision processes? *Information Processing & Management*, 58(5), 102632.
- Widodo, W., & Nusantara, W. (2020). Building the character of children through non-formal education in schools. *Journal of Nonformal Education*, 6(1), 69–76.
- Wilcha, R.-J. (2020). Effectiveness of Virtual Medical Teaching During the COVID-19 Crisis: Systematic Review. *Jmir Medical Education*, 6(2), e20963. <https://doi.org/10.2196/20963>
- Winarti, E. (2023). A Humanistic Overview: Implementation of Independent Learning for Arabic at Islamic Universities. *Ijaz Arabi Journal of Arabic Learning*, 6(3). <https://doi.org/10.18860/ijazarabi.v6i3.23036>

- Windarti, T., & Ibrahim, M. (2017). Pengaruh Kualitas Produk Dan Kualitas Pelayanan Terhadap Kepuasan Konsumen Produk Donat Madu. *Python Cookbook*, 706.
- Wolska, G., Iwona, B. A. K., Raguz, I., & Oesterreich, M. (2019). Implications of education within CSR at the example of Polish and Croatian students at universities of economics. *Intellectual Economics*, 13(1). <https://doi.org/10.13165/IE-19-13-1-06>
- Wu, H.-T., & Chen, M.-Y. (2019). Course design for college entrepreneurship education - from personal trait analysis to operation in practice. *Frontiers in Psychology*, 10(JUN). <https://doi.org/10.3389/fpsyg.2019.01016>
- Yaacob, N. A., Osman, M. M., & Bachok, S. (2014). Factors Influencing Parents' Decision in Choosing Private Schools. *Procedia - Social and Behavioral Sciences*, 153, 242–253. <https://doi.org/10.1016/j.sbspro.2014.10.058>
- Yaacob, N. A., Osman, M. M., & Bachok, S. (2015). An Assessment of Factors Influencing Parents' Decision Making When Choosing a Private School for their Children: A Case Study of Selangor, Malaysia: for Sustainable Human Capital. *Procedia Environmental Sciences*, 28, 406–417. <https://doi.org/10.1016/j.proenv.2015.07.050>
- Yu, M., Yuen, A. H. K., & Park, J. (2011). Parental influence on children's home computer use and digital divide in education. *Proceedings of the 19th International Conference on Computers in Education, ICCE 2011*, 595–602. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84860467207&partnerID=40&md5=6b99432d4cf6592b73256606cc3be924>
- Zahoor, A. (2018). Teacher Proactivity Influencing Student Satisfaction and Loyalty Role of Job Crafting and Work Engagement. *Vikalpa*, 43(3), 125–138. <https://doi.org/10.1177/0256090918785046>

