

BEYOND ADVERTISING: THE INFLUENCE OF WORD OF MOUTH ON MILLENNIAL PARENTS' INTEGRATED ISLAMIC SCHOOL SELECTION

Fatiya Zahida ^{1,*}, Mulyadi ²

^{1,2} UIN Raden Intan Lampung

Email : ^{1*} fatiyazahidaa@gmail.com*; ² mulyadi@radenintan.ac.id

* corresponding author

ABSTRACT

Article history

Received : March 10, 2025

Revised : June 13, 2025

Accepted ; June 20, 2025

Keywords:

Word of Mouth

Millennial Parents

Decision-making

Integrated Islamic School (SIT)

Source Credibility Theory

This study examines how word of mouth (WOM) influences millennial parents in Bandarlampung when selecting an Integrated Islamic School (SIT). Using a quantitative approach, data were collected from 61 respondents across six SITs. Validity and reliability tests confirmed the quality of the instrument (Cronbach's Alpha = 0.901). Statistical analysis using ANOVA and simple linear regression revealed that WOM significantly affects school choice ($F = 76.121$, $p < 0.001$), with a strong correlation ($R = 0.751$) and $R^2 = 0.563$, indicating that WOM explains 56.3% of the variance in school choice decisions.

Further analysis shows that interpersonal recommendations—particularly from friends (39.3%) and family (26.2%)—are more influential than information from social media (19.7%) or brochures (14.8%). These findings support the Source Credibility Theory, emphasizing that trusted sources have greater persuasive power. They also align with Social Influence and Diffusion of Innovations theories, demonstrating how community networks influence parental behavior, particularly among digital-native millennial parents.

Practically, SITs should build strong parent communities, encourage testimonials both offline and online, and maintain high service quality to reinforce positive word of mouth (WOM). Managing Word of Mouth (WOM) strategically can increase school visibility and trustworthiness.

This study contributes to understanding behavioral patterns among millennial parents in educational contexts. Future research may explore other influencing factors, such as educational values, digital engagement patterns, or comparisons across different school types and regions..

This is an open access article under the [CC-BY-SA](#) license.



1. Introduction

The development of education is significant because it plays a role in the progress of various aspects of life: social, economic, political, and cultural (Khoo, 2022). In modern education, especially in Indonesia, school selection by parents is not only based on academic factors alone but also involves various social, emotional, and values considerations relevant to the family's

needs. One factor that is increasingly gaining attention is word of mouth (WOM), or word-of-mouth communication, which has been shown to influence consumer decisions significantly (Hossain et al., 2017), likewise in choosing an educational institution.

WOM is a form of informal communication between individuals who discuss their experiences with a particular product or service, either positively or negatively (Julio & Shihab, 2024). In the context of school selection, millennial parents tend to seek information from friends, family, or even colleagues who have had similar experiences. The trust placed in WOM arises not only from the content of the message but primarily from the credibility of the source, aligning with Source Credibility Theory. This theory posits that persuasive power depends on the perceived expertise and trustworthiness of the communicator (Stribbell & Duangekanong, 2022). In this case, a testimonial from a fellow parent becomes more convincing because it resonates with shared experiences and values, particularly in tight-knit communities or religious groups.

Moreover, social influence theory helps explain how peer recommendations become powerful motivators for parental decisions. This theory emphasizes that individuals tend to conform to the expectations and behaviors of their social group (Kotler & Keller, 2016). Both online and offline sources highly influence millennial parents; they often rely on social validation from their peers, especially when evaluating school options. The preference to follow decisions popular within a community stems from the essential for inclusion, trust, and reduced risk in decision-making. In this context, WOM not only shares information but also serves as a social cue for what is considered a "good" or "appropriate" school.

In addition, Diffusion of Innovation Theory adds depth to the analysis by framing integrated Islamic schools (SITs) as educational innovations. According to the theory, the adoption of new ideas or practices depends on how information spreads through social systems and how individuals perceive its advantages (Syafrina, 2022). Early adopters play a crucial role as influencers, helping to accelerate the adoption process through persuasive word-of-mouth (WOM) marketing. This indicates that positive stories about SITs shared by a few influential parents can create a ripple effect, leading to broader acceptance among others.

The power of word of mouth (WOM) is further magnified in the digital era, where personal stories and recommendations can be shared widely through social media. According to Kotler and Keller (2016), one individual's testimonial—whether positive or negative—can influence multiple others in the decision-making process. Negative Word of Mouth (WOM), due to the negativity bias, tends to have a more substantial impact than positive messages, underlining the importance of proactive reputation management for educational institutions (Arndt, 1967; Hossain et al., 2017). For example, a single complaint from a parent about a school policy in a WhatsApp group can quickly trigger doubts from dozens of other parents. On the other hand, consumers, in this case, parents, often rely on WOM as a primary source of information because it is considered more objective and less commercially biased (Nguyen, Lin, & Lam, 2021). This trust arises because WOM comes from a third party who does not have a direct interest, thus reducing the perception of risk and complexity in decision-making. Therefore, educational institutions must proactively monitor and manage their reputation, as a few unanticipated negative testimonials can erode years of credibility.

This growing reliance on word-of-mouth (WOM) is especially relevant among millennial parents, individuals who came of age during the digital revolution and possess high levels of connectivity and media literacy (Munsch, 2021). As digital natives, they not only access information from various sources but also actively participate in content creation and exchange. Studies indicate that more than 90% of millennial consumers trust recommendations from people they know over traditional advertising (Hossain et al., 2017). Thus, schools that can foster positive community experiences and amplify them through interpersonal channels stand a greater chance of attracting and retaining students.

In recent years, Integrated Islamic Schools (SIT) have appeared as a strategic educational option for many Indonesian parents seeking a harmonious blend of Islamic values and a modern

academic curriculum. According to Kusri (2021), the primary appeal of SITs lies in their holistic approach, which combines academic achievement with Qur'anic memorization, daily worship practices, and character building. The increasing popularity of SITs aligns with the value driven educational preferences of millennial Muslim parents (Kaawoan et al., 2021). In an age where modernity and religious identity often appear to be in tension, SITs offer a compelling model that bridges both worlds.

In a competitive education market, word of mouth (WOM) becomes not only a tool of information but also a strategic vehicle for social endorsement. Especially for new or lesser-known SITs, positive word of mouth (WOM) serves as a form of "social collateral" that builds trust more quickly than formal marketing efforts (Stribbell & Duangekanong, 2022). Therefore, understanding how WOM functions in the decision-making process of millennial parents is essential for schools that wish to remain relevant and competitive.

This study aims to investigate the extent to which word of mouth (WOM) influences the decisions of millennial parents to enroll their children in integrated Islamic schools (SITs). This research will examine how interpersonal credibility, social influence, and the dynamics of innovation diffusion affect school choice. By analyzing these factors, the study aims to provide practical insights into how educational institutions can strategically manage word-of-mouth (WOM) communication to attract, retain, and engage their parent communities more effectively.

2. Method

This study employs a quantitative approach, using a survey method, to analyze the influence of word-of-mouth (WOM) strength as a determining factor in the decision-making process of millennial parents when choosing Integrated Islamic Schools in Bandarlampung (Sugiyono, 2020). The choice to focus on WOM as the independent variable is based on previous literature indicating that WOM plays a critical role in shaping perceptions and decisions in the educational sector, particularly among millennials who tend to rely heavily on peer networks and recommendations. Therefore, school reputation and other institutional factors may also influence decision-making; this decision-making study aims to examine the direct influence of Word-of-Mouth (WOM), providing a more focused analysis that can serve as a foundation for future research incorporating interaction effects or multivariate models.

The research population consists of millennial parents who are actively involved in their children's school selection process. Based on data from the official website of the Integrated Islamic School Network (JSIT) and school estimates, the population is assumed to be 180 individuals from 6 SITs in Bandarlampung. Millennial parents are defined as individuals born between 1981 and 1996 (Arif, 2023). A purposive sampling technique was used, with inclusion criteria such as (1) millennial parents with children enrolled in Integrated Islamic Elementary Schools (SDIT) under JSIT in Bandarlampung, (2) active involvement in the school decision-making process, (3) previous experience receiving or acting upon school recommendations, and (4) willingness to participate in the study voluntarily.

Before data collection, ethical considerations were addressed by informing participants about the study's purpose, ensuring the confidentiality of their responses, and obtaining informed consent digitally through a Google Form. Respondents were assured that participation was voluntary and that they could withdraw at any time without consequence.

Data were collected using a structured questionnaire distributed via Google Forms, employing a 4-point Likert scale (1 = "Deeply Disagree," 2 = "Disagree," 3 = "Agree," 4 = "Deeply Agree"). The use of an even-point Likert scale was intentional to mitigate central tendency bias and encourage more decisive responses (Sugiyono, 2020). The questionnaire items were developed based on validated constructs from previous studies on WOM and school choice behavior. To ensure content validity, the questionnaire underwent expert review and a pre-test involving 25 respondents from the target population. Feedback was used to refine ambiguous or unclear items before full distribution.

Before conducting hypothesis testing, the data underwent validity and reliability testing. The Pearson Product Moment test was used to assess item validity, and Cronbach's Alpha was employed to evaluate internal consistency reliability. The accepted threshold for reliability was $\alpha > 0.70$.

To examine the influence of the WOM variable on the school choice decision, simple linear regression analysis was used. To assure the suitability of the regression model, classical assumption tests were performed, including:

- 1) Normality test using the One-Sample Kolmogorov-Smirnov Test (a significance value > 0.05 indicates normal distribution);
- 2) Linearity test to confirm whether the relationship between the independent and dependent variables is linear;
- 3) Heteroskedasticity test to assess the equality of variance across the residuals, which ensures the model's stability (Gunawan, 2019).

3. Results and Discussion

In this study, the researcher aims to determine the extent of WOM's influence on parents' decisions in selecting Integrated Islamic Schools. This research was conducted in February 2025 after obtaining the respondents' consent. The study involved six Integrated Islamic Elementary Schools in Bandar Lampung. From the questionnaires distributed online, the survey received 61 respondents who met the criteria and were willing to participate.

Table 1 Distribution of Respondents Based on School

School Name	Amount
SDIT Permata Bunda II	11
SDIT Fitrah Insani Kedamaian	11
SDIT Permata Bunda III	10
SDIT Permata Bunda I	10
SDIT Ar-ra'uf,	10
SDIT Fitrah Insani Langkapura	9
Total	61

Source: Primary data researcher

The respondents were relatively evenly distributed across six Integrated Islamic Elementary Schools (SDITs) in Bandar Lampung. The highest number of responses came from SDIT Permata Bunda II and SDIT Fitrah Insani Kedamaian, each contributing 11 respondents (18%), while SDIT Fitrah Insani Langkapura contributed the least, with nine respondents (14.8%). This fairly balanced distribution indicates that the research captures a broad perspective of millennial parents regarding the influence of Word of Mouth (WOM) on their choice of Integrated Islamic Schools (SIT).

Before analysis, instrument validity and reliability were tested. All questionnaire items passed the validity test ($r\text{-calculated} \geq r\text{-table}$), and reliability testing yielded a Cronbach's Alpha of 0.9, indicating high internal consistency. Thus, the instrument is both valid and reliable for measuring the variables in question.

Table 2 Item Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.901	50

Source: Results of primary data processing with SPSS 27, 2025

Table 3 Simple Linear Regression Analysis Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1687.608	1	1687.608	76.121	.000 ^b
	Residual	1308.032	59	22.170		
	Total	2995.639	60			
a. Dependent Variable: KEPUTUSAN MEMILIH SEKOLAH						
b. Predictors: (Constant), WOM						

Source: Results of primary data processing with SPSS 27, 2025

Table 4 Model Summary of Linear Regression Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751 ^a	.563	.556	4.709
a. Predictors: (Constant), WOM				
b. Dependent Variable: KEPUTUSAN MEMILIH				

Source: Results of primary data processing with SPSS 27, 2025

Based on the regression analysis results, an F value of 76.121 was obtained with a significance level of 0.001. This significance level is less than 0.05, indicating that the regression model used in this study is statistically valid for predicting the relationship between Word of Mouth (WOM) as the independent variable (X) and Parental Decision (Y) as the dependent variable. This validates the use of word-of-mouth (WOM) as a predictor for parental decision-making in selecting suitable interventions (SITs).

This result indicates that WOM, a form of interpersonal communication often regarded as more credible than formal information such as advertisements, plays a significant role in influencing parental decisions. When parents receive information from trustworthy sources, such as friends or family, they tend to feel more confident in making decisions regarding their children's education. Therefore, these findings affirm that WOM is one of the key factors influencing parents' preferences in selecting schools. From the Model Summary table in the Linear Regression Test, it can be explained that the correlation value or relationship (R) is 0.751.

Based on these results, a coefficient of determination (R Square) of 0.563 is obtained, indicating that the influence of the WOM variable (X) on the Parental Decision variable (Y) is

56.3%. Thus, it can be observed from the correlation value that the higher the parental decision in choosing a school, the greater the influence of WOM on that decision. In practical terms, the result means that half and more of parents' decisions are influenced by word of mouth (WOM). The remaining 43.7% can be attributed to other factors such as academic reputation, facilities, religious values, or previous experiences. This confirms that word of mouth (WOM) is a powerful, but not exclusive, factor, opening the door to additional complementary variables in future research.

Table 5 Word of Mouth T-Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.540	5.951		2.611	.011
WOM	.702	.080	.751	8.725	.000

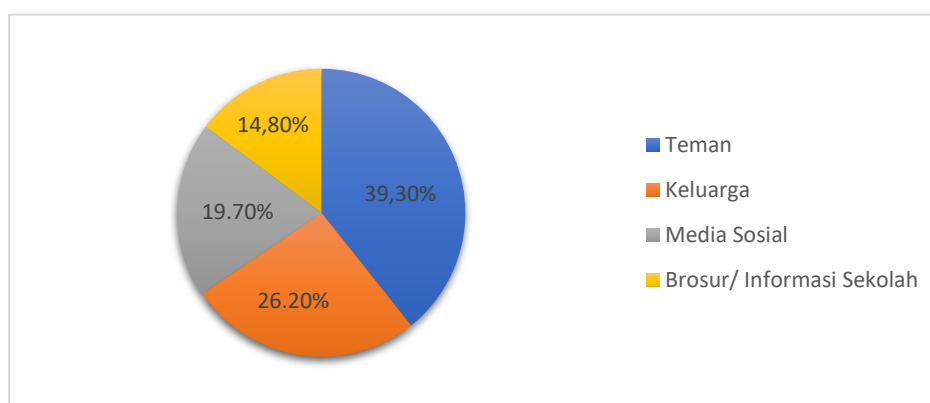
a. Dependent Variable: KEPUTUSAN MEMILIH SEKOLAH

Source: Results of primary data processing with SPSS 27, 2025

The model correlation coefficient (R) of 0.751 indicates a powerful positive relationship between word of mouth and school choice. The t-test confirms this effect, with a value of 8.725 and a significance level of 0.000, indicating that the impact of word of mouth on parents' decision to choose a school is statistically significant. Schools can utilize this by encouraging satisfied parents to share their experiences. Ultimately, fostering positive WOM is vital for improving enrollment and reputation in the community. The practical implication is that when parents receive recommendations from trusted sources, particularly friends or relatives whose children have attended the school, they feel more confident in their choice.

The Limited Role of Influencers in Educational Decision-Making

Figure 1 Sources of Recommendation Influencing School Selection Among Millennial Parents



Source: Primary data researcher

The diagram above support the Source Credibility Theory (Hovland et al., 1953), which suggests that individuals are more likely to be persuaded by credible and trustworthy sources. The data indicate that interpersonal recommendations—particularly from friends and family—account for over 65% of the total, affirming the strong role of personal trust and credibility in WOM. The findings align with the Social Influence Theory, which suggests that Millennial parents, seeking social validation, often rely on their community's opinions before deciding, especially regarding their kids' education. This is further confirmed by Kelman's view (in Harkins et al., 2017) that behavior is influenced by social contexts and group dynamics. Positive word of mouth (WOM) from trusted groups can reinforce parents' beliefs in a school's

values. Although social media is often associated with influencers and digital promotions, the data show that only 19.7% of parents were influenced through the channel. In contrast, 39.3% of respondents cited friends, and 26.2% cited family as their primary source of school-related information. This suggests that influencers, while active on social media, are not the most persuasive source when it comes to educational decisions. Instead, interpersonal and trust-based recommendations from people with direct experience (e.g., friends and relatives) hold greater weight.

Moreover, these results support Rogers' Diffusion of Innovations Theory (2009), which posits that WOM serves as a form of innovation spread among social groups. Parents who trust experienced peers are more likely to adopt recommendations. This is especially relevant in communities where experience-sharing about schools is common.

Interestingly, the data also reflect generational behavior. As digital natives, millennial parents rely significantly on online platforms to gather reviews and recommendations. Research by Qutni and Oesman (2022) indicates that social media has become a more trusted source than formal advertisements. Therefore, Conducting word of mouth promotion can make schools more credible and visible.

In line with the findings by Julio and Shihab (2024), peer recommendations have a significant influence on parental decisions. For SITs to maximize this potential, managing WOM proactively is essential. For instance, schools can establish parent ambassador programs or encourage users to share testimonials online.

However, while word of mouth (WOM) significantly influences decisions, it is not the sole factor influencing them. Juswan et al. (2024) identified school reputation, learning quality, and trust as key complementary factors. A strong academic track record, effective teaching methods, and institutional integrity contribute to parents' decisions. Schools must, therefore, maintain excellence in these areas to reinforce the positive word of mouth (WOM) they receive.

4. Conclusion

This study confirms that word of mouth (WOM) plays a critical role in influencing millennial parents' decisions when choosing Integrated Islamic Schools (SIT). WOM effectiveness is significantly shaped by source credibility and social influence, as evidenced by the strong statistical values ($F = 76.121$; $t = 8.725$, $p < 0.05$). These findings reinforce source credibility theory and social influence theory, emphasizing that trusted recommendations—especially from family, friends, and community—have a persuasive impact on decision-making.

This research contributes to communication and educational marketing literature by validating WOM as a dominant factor in the school selection process. It also bridges the understanding of how millennial parents, as digital natives, rely on social networks and trusted peer feedback to navigate complex decisions in education.

SITs should develop strategic WOM campaigns by creating community-based engagement, encouraging parent testimonials, promoting virtual interactions, and responding actively to online discussions. Schools can empower satisfied parents to serve as brand ambassadors through structured programs and storytelling on digital platforms, thereby amplifying trust and increasing enrollment.

This study is geographically limited to Bandarlampung, reducing generalizability. Future research should involve broader regions and more diverse populations. Additionally, exploring other influential factors such as tuition fees, school facilities, and academic reputation through mixed-methods approaches can provide deeper insights into how these variables interact with WOM in shaping school choice behavior.

Acknowledgment

We would like to thank the Faculty of Da'wah and Communication, UIN Raden Intan Lampung, the respondents, and all those who contributed to the successful publication of this article.

References

- Akbar, H., Simanjuntak, M., & Asnawi, Y. H. (2022). Pengaruh keputusan pemilihan pada Sekolah Islam Terpadu terhadap kepuasan dan positive word of mouth. *Jurnal Aplikasi Bisnis dan Manajemen*, 8(2), 503–514. <https://doi.org/10.17358/jabm.8.2.503>
- Ali, H., Hamdan, H., & Mahaputra, M. R. (2022). Faktor eksternal perceived ease of use dan perceived usefulness pada aplikasi belanja online: Adopsi technology accepted model. *Jurnal Ilmu Multidisiplin*, 1(3), 587–604. <https://doi.org/10.38035/jim.v1i3.75>
- Aliyah, S. R., & Ismail, O. A. (2024). Kredibilitas sumber dan pengaruh akun Instagram @herbyuss terhadap tingkat kepercayaan followers. *Jurnal Ilmu Komunikasi*, 9(4), 829–844.
- Anastasiei, B., Dospinescu, N., & Dospinescu, O. (2023). Word-of-mouth engagement in online social networks: Influence of network centrality and density. *Journal of Marketing Theory and Practice*, 31(2), 153–167.
- Arif, M. (2023). Generasi millennial dalam internalisasi karakter nusantara. IAIN Kediri Press. <http://repository.iainkediri.ac.id/id/eprint/682>
- Baswara Yua Kristama, Kurniawaty, Y., & Winarni, S. (2025). The relationship between interpersonal communication and social support of students at STIKES Katolik St. Vincentius a Paulo Surabaya. *Jurnal Spektrum Komunikasi*, 12(4), 569–577. <https://journal.stikosa-aws.ac.id/index.php/spektrum/article/view/873>
- Bidhari, K. P., & Teguh, M. (2025). Exploring customer internal meaning in marketing communication: A case study of Padmaning Garden. *Jurnal Spektrum Komunikasi*, 13(1), 80–95. <https://doi.org/10.37826/spektrum.v13i1.847>
- Cahyani, N. M. P. D., Dwiarta, P., & Pradipta, A. D. (2020). Pengaruh brand image terhadap niat beli produk Focallure. *Jurnal Ekonomi dan Bisnis*, 9(1), 1–11.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do millennial parents internalize Islamic values in their early childhood in the digital era? *Al-Ishlah: Jurnal Pendidikan*, 14(1), 697–708. <https://doi.org/10.35445/alishlah.v14i1.1062>
- Etim, G. S., James, E. E., Inyang, I. B., & Anna, E. H. (2023). Word-of-mouth communication and customer patronage behaviour towards smartphones. *International Journal of Entrepreneurship and Business Innovation*, 6(2), 69–85. <https://doi.org/10.52589/ijebi-ibjmwrb6>
- Gunawan, C. (2019). *Regresi linear: Tutorial SPSS lengkap*. Skripsi Biisa.
- Harkins, S. G., Williams, K. D., & Burger, J. (2017). *The Oxford handbook of social influence*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199859870.001.0001>
- Hossain, M. M., Kabir, S., & Rezvi, R. I. (2017). Influence of word of mouth on consumer buying decision: Evidence from Bangladesh market. *European Journal of Business and Management*, 9(12), 38–45. www.iiste.org
- Idris, R. (2011). Perubahan sosial budaya dan ekonomi Indonesia dan pengaruhnya terhadap pendidikan. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 14(2), 219–231. <https://doi.org/10.24252/lp.2011v14n2a7>

- Julio, M. A., & Shihab, M. S. (2024). The influence of word of mouth and perceived value on parents' decisions to choose Kids Republic Jakarta School. *International Journal of Economics (IJE)*, 3(2), 1074–1088. <https://doi.org/10.55299/ijec.v3i2.1078>
- 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. *Journal of Education, Humanities and Social Sciences*, 7(1), 168–175. <https://doi.org/10.34007/jehss.v7i1.2303>
- Kaawoan, S., Solong, N. P., Mustain, A. Z., Ainiyah, N., & Nugraha, A. R. (2021). Understanding the concept of Islamic education for millennial in Indonesia. *Linguistics and Culture Review*, 5(S4), 1426–1438. <https://doi.org/10.21744/lingcure.v5ns4.1886>
- Khoo, K. L. (2022). A study of service quality, corporate image, customer satisfaction, revisit intention and word-of-mouth: Evidence from the KTV industry. *PSU Research Review*, 6(2), 105–119. <https://doi.org/10.1108/PRR-08-2019-0029>
- Kotler, P., & Keller, K. L. (2016). *Marketing management* (15th ed.). Pearson Education.
- Kusrini, K. (2021). Strategi komunikasi word of mouth (WOM) sebagai upaya promosi SDIT Alam Biruni. *Studia Komunika: Jurnal Ilmu Komunikasi*, 4(1), 28–32. <https://doi.org/10.47995/jik.v4i1.43>
- Mansori, S., Vaz, A., & Ismail, Z. M. M. (2014). Service quality, satisfaction and student loyalty in Malaysian private education. *Asian Social Science*, 10(7), 57–66. <https://doi.org/10.5539/ass.v10n7p57>
- Munsch, A. (2021). Millennial and generation Z digital marketing communication and advertising effectiveness: A qualitative exploration. *Journal of Global Scholars of Marketing Science*, 31(1), 10–29. <https://doi.org/10.1080/21639159.2020.1808812>
- Nguyen, L. T. K., Lin, T. M. Y., & Lam, H. P. (2021). The role of co-creating value and its outcomes in higher education marketing. *Sustainability*, 13(12), 1–14. <https://doi.org/10.3390/su13126724>
- Payadnya, I. P. A. A., & Jayantika, I. G. A. N. T. (2018). *Panduan penelitian eksperimen beserta analisis statistik dengan SPSS*. Deepublish.
- Qutni, D., & Oesman, A. M. (2022). Urgensi literasi digital bagi generasi milenial dalam konservasi budaya. *Libraria: Jurnal Perpustakaan*, 10(2), 291. <https://doi.org/10.21043/libraria.v10i2.17468>
- Rogers, E. M. (2009). *Diffusion of innovations* (5th ed.). Free Press.
- Stribbell, H., & Duangekanong, S. (2022). Satisfaction as a key antecedent for word of mouth and an essential mediator for service quality and brand trust in international education. *Humanities and Social Sciences Communications*, 9(1). <https://doi.org/10.1057/s41599-022-01459-z>
- Sugiyono. (2020). *Metode penelitian kuantitatif kualitatif dan R&D*. Alfabeta.
- Syafrina, A. E. (2022). *Komunikasi massa*. Mega Press Nusantara.
- Untachai, S. (2019). Service quality: Mediating role in servicescape and word-of-mouth. *Kasetsart Journal of Social Sciences*, 40(1), 396–401. <https://doi.org/10.1016/j.kjss.2017.07.013>