Journal of Economics, Entrepreneurship, Management Business and Accounting, 2026, 4(4), 743-760
https://doi.org/10.61255/jeemba.v4i4.1433

Marketing Strategy Analysis: The Effect of 7P Marketing Mix on School Choice Decision Using PLS-SEM in Bekasi

Apriliantoni*
Graduate School Muhammadiyah University of Indonesia, Bekasi, 17113, Indonesia

ABSTRACT

Purpose – This study examines the influence of the 7P marketing mix on parents' school choice decisions in the increasingly competitive private education sector in Bekasi, Indonesia. It addresses the limited evidence on the simultaneous effects of all seven marketing mix dimensions on school selection.
Design/Methodology/Approach – A quantitative cross-sectional design was employed. Data were collected from 202 parents and prospective parents using purposive sampling and analyzed with Partial Least Squares Structural Equation Modeling (PLS-SEM).
Findings – The results indicate that promotion, process, and physical evidence significantly influence school choice decisions, with process emerging as the strongest predictor. In contrast, product, price, place, and people have no significant effect.
Originality/Value – This study extends educational marketing research by simultaneously examining the complete 7P marketing mix framework in private school selection. The findings provide practical guidance for private schools to strengthen enrollment by prioritizing promotional strategies, improving service processes, and enhancing physical facilities.

ARTICLE INFO

Keywords:
School Marketing, Student Enrollment, Marketing Mix, Branding Strategy

Article Information:
Received: 26/04/2026
Revise: 25/05/2026
Accepted: 1/07/2026

ISSN:
2985-3168 (Online)
2985-3222 (Print)

*Corresponding Author at:
Graduate School Muhammadiyah University of Indonesia, Jl. Cut Mutia No.83, Margahayu, Bekasi, 17113, Indonesia
E-mail address: aprilliantoni@unismabekasi.ac.id (Aprilianto)

1. Introduction

In a competitive landscape, private schools are no longer judged only by exam results or curriculum quality. Families now behave more like informed consumers, comparing multiple dimensions before making decisions (Woltran et al., 2026). A few key dynamics are driving this: Websites, social media, virtual tours, and online reviews often form the *first contact point*. If a school's digital presence is outdated, unclear, or hard to navigate, it can undermine even a strong academic reputation. Clear messaging, transparency (fees, curriculum, outcomes), and engaging content matter a lot. Schools that consistently communicate their values, achievements, and student experiences tend to build stronger recognition (Cahyanto et al., 2024). This isn't just marketing—it's about signaling credibility and consistency over time. From inquiry handling to admissions processes, responsiveness and professionalism shape perceptions. Parents notice how quickly schools reply, how well they explain programs, and how they treat prospective families. A smooth, respectful experience can tip decisions. (Syafa'at, 2014).

Recommendations still matter, but they're now scaled through online platforms. Testimonials, parent communities, and even informal discussions on social media can significantly influence perception. Parents increasingly evaluate: Extracurricular opportunities, Student well-being and support systems, Facilities and safety,International exposure or future pathways. As stated by Surahman & Fitria (2023), creating a positive image of educational institutions can give the public a good impression that these institutions are superior. Educational institutions strive to improve their quality as much as possible so that they can develop and progress rapidly in line with advances in technology, information, and science.

Technology has become an important alternative to meet students' needs and attract their interest in preparing for the future (Al-Adwan et al., 2024; Onu et al., 2024). Technology is needed, among other things, for technical learning processes, school data management, and school branding (Peñate et al., 2024). The value of human resources (HR) is increasing, as is the development of educational institutions (Haidar et al., 2022). Educational institutions are becoming increasingly competitive, which means that educational systems, objectives, and policies need to be changed. In addition, educational institutions must improve quality through their flagship programs to meet needs and have a positive impact. Speaking of methods for implementing improvements in education quality, they should be able to demonstrate their value in order to maintain loyalty.

According to report data, 66.5% of Indonesians use the internet. The data below shows the annual increase in internet users worldwide, especially in Indonesia. Business actors have the opportunity and potential to reach a wider market and create the right strategies to be accepted (Kemp, 2024).

According to social media statistics, the total number of internet users in Indonesia has reached 185.3 million, a 1.5 million-fold increase from the previous year. In addition, the number of mobile phone connections in Indonesia has reached 353.3 million, an increase of 0.7% from the previous year, with an additional 2.5 million connections.

This may be due to the fact that most Indonesians own more than one mobile phone, with the ratio of mobile phone connections to the total population reaching 126.8%. Of the total social media usage data, there are 139 million people in Indonesia, which means that 49.9% of the total Indonesian population uses social media. This data shows that the average Indonesian spends more than one hour per day on social media (Gunawan & Widjaja, 2023).

There has been an increase in the population of internet and social media users in Indonesia due to the fact that information can be easily obtained and used for various purposes, such as socializing and doing activities at home without leaving the house. As many as 47.9% of people use the internet to find ideas for their work or products (Augustine et al., 2021). The data shows that the application of branding in the modern era plays a very important role in establishing a brand, so that schools can quickly identify their identity. To encourage schools to get closer to the community, strategies are implemented. This process must be planned together with appropriate actions to increase the institution's appeal in the eyes of the community. To create positive value and keep the school's goods, services, and quality well-known, the implementation of this strategy must be designed with an attractive concept. Given the large number of schools today and the changes occurring in various sectors, each school must continue to keep up with the pace of change in order to be able to deliver innovations for the success of the institution.

To attract the attention of the community, especially in the face of increasingly fierce competition among educational institutions, organizational icons must implement digital technology-based branding strategies. Nowadays, modern educational institutions are increasingly competing with other educational institutions, both formal and non-formal. Building a brand identity for educational institutions is very important in the face of competition. Brands are considered to have a value equivalent to reputation, and unique characteristics can be an important means of distinguishing one institution from another (Yaqin & Fadilah, 2024). This shows that, in order to maintain the existence of educational institutions, especially schools, branding strategies must meet customer needs.

In addition, branding for schools not only promotes their name and location, but also highlights their brand identity, making the institution easier to recognize and distinguish from others (MY et al., 2022). To maintain its existence and become top of mind in the community, the institution in question, namely schools, needs to be designed in such a way that its promotion can be carried out to the maximum extent possible (Firmandani et al., 2023). No matter how good the quality of the institution in question is, if it is not promoted properly, this can result in a decline in the number of students who enroll (Maulana et al., 2022). Educational marketing is a strategic activity through which schools communicate their value propositions, build institutional reputation, and attract prospective students and parents. Effective marketing not only increases visibility but also strengthens public trust and institutional competitiveness.

Prior research on school choice has largely emphasized selected factors such as location, tuition cost, and school reputation. Nevertheless, the relative influence of the full 7P marketing mix remains insufficiently examined, particularly in the context of private schools in Bekasi, where competition and digital exposure are increasingly prominent. This study addresses that gap by testing the simultaneous effects of product, price, place, promotion, people, process, and physical evidence on students' decision-making in choosing a school.

Accordingly, this study aims to examine the effect of each dimension of the 7P marketing mix on students' decision-making in choosing a school, to identify the most influential dimensions, and to derive strategic implications for student enrollment management in private educational institutions.

Theoretically, this study contributes to the educational marketing literature by demonstrating that the dimensions of the 7P marketing mix do not exert equal influence in the context of school choice. Practically, the study provides evidence-based guidance for private schools in

prioritizing promotional strategy, service process, and physical facilities to strengthen enrollment outcomes.

2. Literature Review & Hypothesis Development

Recent studies in educational marketing indicate that parents increasingly evaluate schools through a combination of institutional reputation, service quality, digital visibility, and enrollment experience. Educational institutions operate in a highly competitive service environment where marketing activities influence not only awareness but also perceptions of trust, credibility, and educational value. Furthermore, digital communication channels such as websites, social media platforms, and online reviews have become important sources of information during the school selection process. Consequently, the integration of service marketing and educational marketing perspectives provides a useful framework for understanding contemporary school choice behavior.

School choice represents a complex consumer decision-making process in which prospective students and parents evaluate multiple educational attributes simultaneously. Within educational marketing, the 7P Marketing Mix framework provides a comprehensive lens for understanding how educational institutions create value and influence enrollment decisions. However, Kotler & Keller (2016) say that marketing should be viewed from the perspective of meeting customer needs rather than making sales. Advertising and sales are part of a broader marketing mix. A set of marketing tools that work together to engage customers, meet their needs, and build relationships with them.

The 7Ps of Marketing Mix

2.1. Product

A product is anything that can be offered to the public to be noticed, owned, used, or consumed to meet customer needs and desires (Mahriadi, 2016). The product dimension in education extends beyond the curriculum itself and includes accreditation status, academic reputation, extracurricular activities, graduate outcomes, and future career pathways. Previous studies suggest that parents often perceive educational quality through these attributes because they signal the long-term benefits of schooling. Therefore, schools offering distinctive academic and non-academic programs are expected to attract greater interest from prospective students and parents.

2.2. Price

Price reflects not only tuition fees but also the perceived value received relative to educational costs. In educational services, parents frequently evaluate affordability alongside expected educational outcomes. Consequently, favorable perceptions of educational value may positively influence school selection decisions. according to Mahriadi (2016). All costs incurred by students to obtain educational services from an educational institution are known as the price of educational services.

2.3. Place

Place refers to accessibility, convenience, transportation availability, and environmental safety. Educational institutions located in accessible and secure areas are generally perceived as more attractive because they reduce logistical burdens and enhance student well-being.. Solichatun (2023)

2.4.Promotion

Promotion encompasses digital marketing activities, social media communication, open-house programs, institutional branding, and word-of-mouth communication. Effective

promotional activities reduce information asymmetry and strengthen institutional visibility, thereby increasing the likelihood of school selection. (Afriona, 2022).

2.5. People

According to Afriona (2022), people are all actors who contribute to the delivery of services, which impact buyer perceptions. People represent teachers, principals, administrative personnel, and all staff involved in educational service delivery. Since education is highly people-intensive, the competence, professionalism, and responsiveness of school personnel may significantly shape parental perceptions and enrollment intentions.

2.6. Process

According to Afriona (2022), a process is a series of activities that demonstrate service from the producer to the consumer. Process includes admission procedures, information services, communication responsiveness, and learning support systems. Transparent and efficient processes reduce uncertainty and increase trust, making schools more attractive to prospective students and parents.

2.7. Physical Evidence

Physical evidence refers to tangible cues such as classrooms, laboratories, libraries, sports facilities, technological infrastructure, and the overall school environment. These tangible attributes serve as visible indicators of educational quality and institutional credibility (Afriona, 2022).

Drawing upon educational marketing and service marketing literature, the present study argues that each dimension of the 7P marketing mix contributes positively to school choice decisions because each dimension represents a distinct source of perceived value for prospective students and parents.

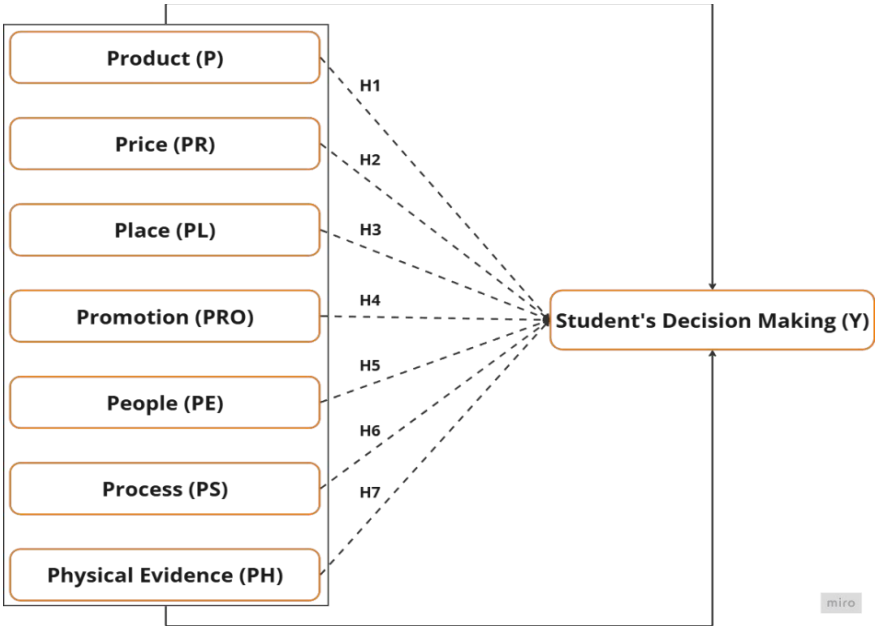
Information search: Consumers seek information about the goods and services they need to gain confidence. According to Kotler & Armstrong (2008), consumers' main sources of information fall into four categories: personal, including family, friends, neighbors, and acquaintances; commercial, including advertisements, websites, emails, salespeople, and displays; and public, including consumer rating organizations, social media, and mass media. Experimentation: Product management, inspection, and use. Evaluating alternatives, according to Kotler & Armstrong (2018), makes it easier to understand how consumers make evaluations. First, consumers try to meet their needs. Second, they look for specific benefits from product solutions. Third, they view each product as a set of features with different capabilities to provide benefits.

After consumers evaluate all the alternatives they have obtained, they form preferences among the set of product choices, which then leads to the intention to purchase the most preferred product. Post-purchase behavior: After making a purchase, consumers may experience *cognitive dissonance* due to observing some disturbing aspects or hearing positive things about competing companies and will seek information that supports their decision.

Because school choice is a multi-attribute evaluation process, prospective students and parents are likely to consider various dimensions of service simultaneously. Therefore, the 7P marketing mix is examined as an integrated framework for understanding decision-making in the context of educational services.

Here, the independent variables are *product, price, process, place, promotion, people, and physical evidence.* Meanwhile, the dependent variable is *the decision to choose a school*.

Figure 1. Research Framework



Note: Developed by the author based on the 7P Marketing Mix framework proposed by Philip Kotler and Gary Armstrong (2016) and adapted for the context of school choice decisions.

Based on the theoretical arguments presented above, the following hypotheses are proposed:

H1: Product has a positive effect on school choice decisions.
H2: Price has a positive effect on school choice decisions.
H3: Place has a positive effect on school choice decisions.
H4: Promotion has a positive effect on school choice decisions.
H5: People have a positive effect on school choice decisions.
H6: Process has a positive effect on school choice decisions.
H7: Physical Evidence has a positive effect on school choice decisions.

3. Methodology

This The research involves research methods that include primary data (such as observation and questionnaires) and secondary data (such as references and publications), which form the basis for information collection.

This study adopted a quantitative research design. Survey data were collected from 202 respondents and analyzed using Partial Least Squares Structural Equation modelling (PLS-SEM) to test hypothesized relationships between the 7 P marketing mix dimensions and parents school choice decisions

The novelty of this research is relatively new, especially related to the topic of reviewing Consumer Decision Making in Choosing Schools in Bekasi. Previous research only applied the marketing mix to a school or a region, without any dependent variable, namely the parents' decision in choosing a school. Here, an interdisciplinary approach to education and marketing is used.

3.1. Research Design

A research design is a strategy and procedure for collecting, compiling, processing, and analyzing a set of data and information on a current topic or issue. The research design allows the researcher to simplify and critically analyze the process of this study. This study focuses exclusively on examining the influence of the 7P marketing mix dimensions on school choice decisions. Therefore, the analytical framework is limited to the relationships among the seven marketing mix constructs and the school choice decision construct as specified in the proposed PLS-SEM model.

3.2. Population and Sample

The target population of this study consisted of parents and prospective parents who were involved in selecting private schools in Bekasi. Parents were selected as the primary unit of analysis because they are generally the principal decision-makers in school enrollment decisions, particularly in primary and secondary education.

To ensure relevance to the research objectives, respondents were required to meet the following inclusion criteria:

a. Aged 18 years or older.
b. Residing in Bekasi or surrounding areas.
c. Having experience in evaluating, selecting, or enrolling a child in a private school.
d. Willing to participate voluntarily in the survey.

A purposive sampling technique was employed because respondents were required to possess direct experience related to school selection. Data were collected from 202 valid respondents.

The adequacy of the sample size was evaluated based on recommendations for PLS-SEM. According to Hair et al. (2022), PLS-SEM can achieve robust estimation with sample sizes exceeding 200 observations for models involving multiple latent constructs and indicators. Therefore, the sample size of 202 respondents was considered sufficient for the proposed structural model.

According to Wong (2013), 100-200 observations are a good starting point for path modeling.

3.3. Variable and Measurement

Research variables are all things recorded by researchers for study and subsequent conclusion drawing, according to Sugiyono (2013). In this quantitative study, the following variables were used:

a. Independent Variables: These variables are sometimes referred to as stimulus variables, predictors, or antecedents. Variables that influence or change other variables are called independent variables. Seven independent variables were used as the basis for this study: product, price, location, promotion, individual, process, and physical evidence.

b. Dependent Variables: These are usually referred to as output variables, criteria, or effects. Dependent variables are often referred to as bound variables in Indonesian. Dependent variables are caused or influenced by a number of independent factors.

In this study, the dependent variable is the student decision-making variable. These indicators were then developed into questions or questionnaires to be used as survey instruments. All indicators in the questionnaire were based on previous studies in related disciplines and were first written in Indonesian. This study received 202 respondents to be further processed using PLS-SEM to obtain research results.

Table 1. Construct Operationalization and Measurement Indicators

Construct	Operational Definition	Item Code	Measurement Indicator	Source
Product	Perception of educational offerings provided by the school	PROD1	Curriculum quality meets expectations	Adapted from educational marketing literature
		PROD2	Accreditation and academic reputation are attractive	
		PROD3	Extracurricular activities are appealing	
		PROD4	Graduate outcomes are promising	
Price	Perceived affordability and value of education	PRI1	Tuition fees are affordable	Adapted from service marketing studies
		PRI2	Educational benefits justify the costs	
		PRI3	Fee structure is transparent	
Place	Accessibility and convenience of school location	PLA1	School location is easy to access	Adapted from educational service studies
		PLA2	Transportation access is convenient	
		PLA3	School environment is safe	
Promotion	Effectiveness of communication and branding activities	PRO1	The school's social media accounts provide useful and updated information	
		PRO2	The school's website provides clear and complete information regarding programs, admissions, and fees	
		PRO3	Online testimonials and reviews influence my perception of the school	
		PRO4	Digital promotional campaigns (social media advertisements,	

Construct	Operational Definition	Item Code	Measurement Indicator	Source
			online events, digital brochures) increase my interest in the school.	
People	Quality of human interaction within the school	PEO1	Teachers appear competent	
		PEO2	Staff are responsive and helpful	
		PEO3	School leaders demonstrate professionalism	
Process	Efficiency and transparency of service delivery	PRC1	Admission procedures are clear	
		PRC2	Information is easy to obtain	
		PRC3	School responds quickly to inquiries	
Physical Evidence	Tangible facilities and learning environment	PHY1	Classrooms are comfortable	
		PHY2	Educational facilities are adequate	
		PHY3	School environment reflects quality	
School Choice Decision	Intention and decision to select a school	SCD1	I am interested in choosing this school	
		SCD2	This school is among my preferred choices	
		SCD3	I would recommend this school to others	

3.4. Data Collection Methods

The researcher uses primary and secondary data. Primary data comes from the researcher himself to solve specific problems, while secondary data comes from other sources. This study employed a quantitative survey approach. Primary data were gathered directly from respondents using a structured questionnaire distributed to individuals with experience in private school selection in Bekasi. Secondary data drawn from published literature and prior studies were used support the theoritical framework and interpret findings.

Consumer behavior is used to find out how potential consumers tend to choose and select

a brand. Furthermore, purchase interest is used to determine whether factors related to previous consumer behavior can contribute to their decision to enroll in school.

Based on the available data, researchers then made generalizations (sampling applied to a population). In this case, they used the Likert scale measurement. The Likert scale is a scale that is often used where respondents indicate their level of agreement or disagreement with each set of statements regarding stimulus items. Typically, each scale item has five response categories, ranging from "strongly disagree" to "strongly agree".

The respondents consisted of 202 participants drawn from the school's target educational market in Bekasi. The study used purposive sampling to reach respondents who were considered relevant to the school-choice context. This sample size was deemed adequate for PLS-SEM because it allows the simultaneous estimation of multiple constructs and indicators within a predictive model.

All constructs were operationalized using indicators adapted from prior studies on service marketing, educational marketing, and consumer decision-making. Each item was measured using a Likert scale.

3.5. Data Collection Analysis

Smart PLS (Partial Least Squares) software and structural equation modeling (SEM) were used in this study's data analysis. Researchers may concurrently model and estimate intricate interactions among several dependent and independent variables thanks to structural equation modeling (SEM). The ideas under examination are often unobservable and assessed indirectly using a number of indicator variables. SEM allows for measurement errors in observable variables. PLS-SEM is fast developing as a statistical modeling approach (Hair et al., 2022). PLS-SEM is preferred because it handles small samples, does not need normally distributed data, offers high statistical power, manages complex models well, focuses on prediction, and is compatible with latent variables (Hair et al., 2022). Based on Hair et al. (2022) the PLS path model consists of two parts. First, a structural model (also known as the inner model in PLS-SEM) connects the constructs. The structural model also shows the linkages (paths) between the constructs. Second, there are the measurement models (also known as the outer models in PLS-SEM) of the constructs that show the associations between the constructs and the indicator variables (Hair et al., 2022).

4. Result and Discussion

4.1. Result

The results of the analysis from the 202 respondents studied can be seen in the following table.

Table 2. Respondents based on Gender

Gender	Number	Percentage
Female	151	74.8%
Male	51	25.2
Total	202	100

Source: Primary data processed by the author

Table 3. Respondents based on High School Education

Type	Number	Percentage
Boarding School	117	57.9
Non-boarding schools	85	42.1

Total	202	100

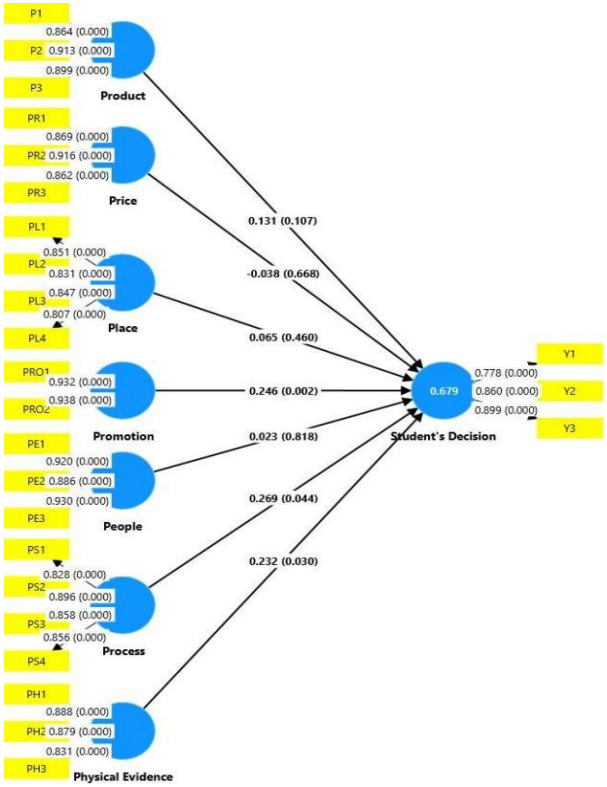
Source: Primary data processed by the author

Consist Of the 202 respondents, 151 were female and 51 were male. In terms of educational background, 117 respondents came from boarding schools and 85 from non-boarding schools. This profile indicates that the sample captures variation in respondent background while remaining concentrated within the target educational context.

Based on the figure below, the output results show that all indicators have an Outer Loading greater than 0.70, so all indicators are declared valid.

Discriminant validity testing was conducted to determine the validity of the construct and its indicators. It was assessed using crossloading values, which show the level of correlation between each construct and its indicators, as well as indicators from other construct blocks. The discriminant validity of a model is considered very good if the correlation between the construct and its indicators is greater than the correlation with indicators from other construct blocks.

Figure 2. Outer Loading Indicators



Source: SmartPLS output based on survey data collected from 202 respondents

Table 4. Reliability (Composite Reliability)

Variable	Cronbach's Alpha	Composite Reliability	Description
Product	0.872	0.875	Reliable
Price	0.858	0.861	Reliable
Place	0.854	0.855	Reliable
People (People)	0.899	0.9	Reliable
Process	0.882	0.883	Reliable
Promotion	0.857	0.858	Reliable

Physical Evidence	0.833	0.835	Reliable
Student Decision Making	0.802	0.813	Reliable

Source: SmartPLS output based on survey data collected from 202 respondents.
Note: Reliability is considered acceptable when Cronbach's Alpha and Composite Reliability exceed 0.70 (Hair et al., 2022)

The table shows that all variables in this study have values ≥ 0.7, which means they meet the Cronbach's alpha and composite reliability criteria. After conducting a reliability test, it was proven that all indicators and variables in this study are reliable.The measurement model was assessed in three stages. First, convergent validity was evaluated through outer loading values. Second, discriminant validity was examined to confirm that each indicator was more strongly associated with its own construct than with others. Third, reliability was established through Cronbach's alpha and composite reliability, all of which met the accepted threshold values.

Path coefficient values indicate whether the hypothesis variables move in a positive or negative direction. The SmartPLS software bootstrapping results show these values. To decide whether a hypothesis can be accepted or rejected, analyze the construct significance value, t-statistic, and p-value. The path coefficient or internal model value is recommended by the Practical Rule with a t-statistic value > 1.96, a significance level p-value < 0.05 (5%), and a positive beta coefficient. This study consists of seven hypotheses, and findings were achieved with three hypotheses yielding significant results with t-statistic values greater than 1.96 and p-values less than 0.05, while one other hypothesis did not yield significant results.

Table 5. Path Coefficients

	Original Sample	**Mean**	**Standard Deviation**	**T statistics**	**P Values**
Products->School Choice Decision	0.131	0.13	0.082	1.61	0.107
Place->School Choice Decision	0.065	0.065	0.087	0.739	0.46
Price->School Choice Decision	-0.038	-0.036	0.089	0.429	0.668
Promotion->School Choice Decision	0.246	0.251	0.08	3.097	0.002
People->School Choice Decision	0.023	0.021	0.1	0.23	0.818
Process->School Choice Decision	0.269	0.273	0.133	2.019	0.044
Physical Evidence->Student Decision Making	0.232	0.226	0.107	2.17	0.03

Source: SmartPLS bootstrapping output based on survey data collected from 202 respondents.
Note: Hypotheses are considered significant when t-statistic > 1.96 and p-value < 0.05

Hypothesis Analysis

H1: The product does not have a significant positive effect on school choice decisions. The Path Coefficients research results show that there is no significant direct relationship

between the product (P) and students' decision-making, with a p-value of 0.107 greater than 0.05 and a t-statistic of 1.611 less than 1.96. Thus, the first hypothesis in this study cannot be accepted.

H2: Location does not have a significant positive effect on school choice decisions. The Path Coefficients research results show that there is no significant direct relationship between location (PL) and student decision making, with a p-value of 0.46 greater than 0.05 and a t-statistic of 0.739 less than 1.96. Thus, the second hypothesis in this study cannot be accepted.

H3: Price does not have a significant positive effect on school choice decisions. The Path Coefficients research results show that there is no significant direct relationship between price (PR) and school choice decisions, with a p-value of 0.668 greater than 0.05 and a t-statistic of 0.429 less than 1.96. Thus, the third hypothesis in this study cannot be accepted.

H4: Promotion has a significant positive effect on school choice decisions. The results of the Path Coefficients study show that there is a significant direct relationship between promotion (PRO) and school choice decisions, with a p-value of 0.002 less than 0.05 and a t-statistic of 3.097 greater than 1.96. Thus, the third hypothesis in this study can be accepted.

H5: People do not have a significant positive effect on school choice decisions. The Path Coefficients research results show that there is a significant direct relationship between people (PE) and school choice decisions, with a p-value of 0.818 greater than 0.05 and a t-statistic of 0.23 less than 1.96. Thus, the third hypothesis in this study cannot be accepted.

H6: Process has a significant positive effect on school choice decisions. The Path Coefficients research results show that there is a significant direct relationship between process (PS) and school choice decisions, with a p-value of 0.044 less than 0.05 and a t-statistic of 2.019 greater than 1.96. Thus, the third hypothesis in this study can be accepted.

H7: Physical evidence has a significant positive effect on school choice decisions in choosing Islamic boarding schools. The Path Coefficients research results show that there is a significant direct relationship between physical evidence (PH) and school choice decisions, with a p-value of 0.03, which is less than 0.05 and a t-statistic of 2.171 greater than 1.96. Thus, the third hypothesis in this study can be accepted.

Table 6. Hypothesis Analysis

Hypothesis	Description	Result
H1	*Product* positively influences school choice decisions.	Not Supported
H2	Place (*Place)* positively influences school choice decisions.	Not Supported
H3	*Price* positively influences school choice decisions..	Not Supported

H4	Promotion positively influences school supported choice decisions.	
H5	People (*People)* positively influences school choice decisions.	Not Supported
H6	*Process* positively influences school choicesupported decisions.	
H7	*Physical Evidence* positively influences school supported choice decisions..	

Source**:** Developed by the author based on SmartPLS path coefficient results

H1 was not supported
H2 was not supported
H3 was not supported
H4 was supported
H5 was not supported
H6 was supported
H7 was supported

4.2. Discussion

The significance of promotion suggests that prospective students and parents are highly responsive to how schools present themselves through digital communication, institutional campaigns, open-house events, testimonials, and other visibility-enhancing activities. Promotion functions not merely as information dissemination but also as an important mechanism for shaping initial perception and institutional attractiveness.

The significance of promotion is particularly important in the context of digital marketing. The promotion indicators used in this study capture several forms of digital communication, including social media exposure, website information quality, online testimonials, and digital promotional activities. This finding supports the argument that prospective parents increasingly rely on digital channels when evaluating educational institutions.

The result is consistent with recent educational marketing literature suggesting that digital visibility functions as an important source of institutional credibility. Schools with informative websites, active social media engagement, positive online reviews, and consistent digital branding are more likely to attract parental attention during the early stages of school selection.

The significant effect of process indicates that school choice is also shaped by the quality of service delivery. Admission procedures that are clear, efficient, responsive, and easy to navigate can increase confidence among prospective students and parents, thereby strengthening the likelihood of selection.Among all dimensions of the marketing mix, process emerged as the strongest predictor of school choice decisions. This finding suggests that parents place substantial importance on how educational services are delivered rather than solely on what is offered. In the context of private education, the admission process often represents the first direct interaction between families and educational institutions. Fast

responses, transparent admission requirements, clear fee information, efficient communication channels, and professional administrative support can substantially reduce uncertainty during decision-making. Such experiences signal organizational competence and institutional reliability. The prominence of process also reflects the growing expectations of modern parents who increasingly demand convenience, responsiveness, and transparency from educational institutions. Consequently, schools that invest in service excellence throughout the enrollment journey may gain a significant competitive advantage over schools that focus primarily on promotional activities or academic offerings alone. From a managerial perspective, school administrators should continuously improve admission workflows, enhance communication responsiveness, provide clear information regarding academic programs and fees, and develop digital service platforms that simplify interactions with prospective families.

Physical evidence is significant because tangible aspects of the school environment serve as visible indicators of educational quality. Facilities, classroom conditions, cleanliness, laboratories, and the overall appearance of the institution contribute to trust formation and reinforce perceptions of credibility.

The non-significant effects of product, price, place, and people provide an interesting insight into contemporary school choice behavior. One possible explanation is that these dimensions are increasingly perceived as basic requirements rather than differentiating attributes. Most private schools in Bekasi may already offer relatively comparable curricula, accreditation status, tuition structures, and teacher qualifications, reducing their ability to distinguish one institution from another.

Another interpretation is that prospective parents evaluate schools using a threshold logic. Once minimum expectations regarding educational quality, affordability, accessibility, and teacher competence are satisfied, these attributes cease to function as decisive selection criteria. Instead, parents may focus on factors that directly reduce uncertainty during the enrollment process.

It is also possible that the operational indicators used in this study did not fully capture the deeper meaning of these constructs from the perspective of parents. For example, educational product quality may be interpreted through graduate employability, character development, or religious values rather than through conventional curriculum indicators. Future studies should therefore consider refining measurement scales to better reflect the educational service context.

5. Conclusion and Suggestion

Based This study examined the influence of the 7P marketing mix dimensions on school choice decisions among parents involved in private school selection in Bekasi. The findings reveal that promotion, process, and physical evidence significantly influence perceived school choice decisions, while product, price, place, and people do not demonstrate significant effects.

From a theoretical perspective, the study suggests that the dimensions of the 7P marketing mix do not contribute equally to educational service choice. Instead, parents appear to place greater emphasis on communication effectiveness, service delivery processes, and tangible indicators of school quality when evaluating educational institutions.

Among all dimensions, process emerged as the strongest predictor of school choice decisions. This finding highlights the importance of transparent admission procedures, responsive

communication, clear information delivery, and efficient service systems in reducing uncertainty during the school selection process.

From a practical perspective, private school managers should prioritize strengthening digital and non-digital promotional activities, improving admission and communication processes, and enhancing physical facilities that visibly signal educational quality. These areas appear to provide the greatest opportunity to improve institutional attractiveness and enrollment competitiveness.

The findings should be interpreted within the context of private schools in Bekasi and should not be generalized automatically to other educational settings. Furthermore, the study measures perceived school choice decisions rather than actual enrollment behavior. Future studies are encouraged to examine actual enrollment outcomes and to test the model across different educational contexts and geographic regions.

However, the implementation of transformational leadership in improving public service quality in the digital era has not yet been fully optimal. This study identifies several challenges, including limited digital competencies among employees, resistance to change, and technical constraints within service systems. These conditions indicate that the success of digital transformation is not determined solely by leadership, but also by the readiness of human resources and the support of organizational infrastructure.

Thus, it can be concluded that transformational leadership is a key factor in enhancing public service quality in the digital era. However, its effectiveness largely depends on the synergy between leadership, employee readiness, and the support of systems and technology. Therefore, continuous efforts are needed to develop employee competencies, strengthen an adaptive organizational culture, and optimize digital systems in order to achieve high-quality, responsive, and citizen-oriented public services.

6. Limitations and Future Research

There are several limitations in this study that must be taken into account when drawing conclusions from the results. To begin with, the research was carried out solely within Bekasi, Indonesia, which potentially restricts the applicability of its findings to other regions characterized by distinct demographic profiles, socioeconomic conditions, and educational environments. The way families select schools may differ considerably across locations, shaped by varying levels of educational competition, the aspirations of parents, and how institutions are perceived in their communities.

Additionally, the research adopted a cross-sectional methodology, meaning that data were gathered from participants at only one specific moment in time. As a result, the study is unable to adequately capture how preferences for school selection shift and develop throughout the entire decision-making journey. A longitudinal research design would offer a richer and more thorough perspective on how such preferences and actual enrollment choices change across different periods.

Looking ahead, researchers are encouraged to build upon this study through several promising avenues. Conducting comparative analyses across multiple cities, provinces, or even different countries could yield valuable insights into how context shapes educational marketing dynamics. It would also be worthwhile for researchers to explore distinctions between government-run schools, privately operated institutions, faith-based schools, and Islamic boarding schools, in order to understand how marketing approaches differ in their effectiveness across these varied educational settings.

Reference

Afriona, S. (2022). Marketing Strategies of Husnul Amal Islamic Boarding School in Kotabumi, North Lampung, to Increase the Number of Students. Raden Intan State Islamic University of Lampung.

Al-Adwan, A. S., Alsoud, M., Li, N., Majali, T., Smedley, J., & Habibi, A. (2024). Unlocking future learning: Exploring higher education students' intention to adopt meta-education. Heliyon, 10(9).

Augustine, L., Rewindinar, & Marta, R. F. (2021). Social media effect: Building the customers loyalty of hennes & mauritz brand fashion in Indonesia. International Journal of Social Science and Business, 5(2), 214–219.

Cahyanto, B., Arifin, I., Al Atok, R., Hadi, S., & Dewi, D. K. (2024). Exploring school core values and their impact on student achievement culture: Transformational evidence from a suburban school. Sciences of Conservation and Archaeology, 36(3), 354–369.

Firmandani, F., Briliana, V., Jondar, A., Indana, N., & Rofiq, A. (2023). Attract New Students With School Image, Costs and Promotions. Nidhomul Haq : Jurnal Manajemen Pendidikan Islam, 8(3), 493–503. https://doi.org/10.31538/ndh.v8i3.4111

Gunawan, S., & Widjaja, A. E. (2023). The influence of social media on consumer behavior and brand engagement in Indonesia. Jurnal Manajemen Indonesia, 23(1), 14–28.

Haidar, M. A., Hasanah, M., & Maarif, M. A. (2022). Educational challenges to human resource development in islamic education institutions. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 3(4), 366–377.

Hair, Jr. J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) (3rd ed.). Sage Publishing.

Kemp, S. (2024). Digital 2024: Indonesia. Datareportal.Com. https://datareportal.com/reports/digital-2024-indonesia

Kotler, P., & Armstrong, G. (2008). Principles of Marketing. Erlangga.

Kotler, P., & Armstrong, G. (2018). Principles of Marketing. Pearson Education.

Kotler, P., & Keller, K. L. (2016). Marketing Management (15th ed.). Pearson Education.

Mahriadi, N. (2016). Marketing Strategies for Islamic Boarding Schools: A Study of the Raudhatul Ulum Sakatiga Islamic Boarding School in Indralaya District, Ogan Ilir Regency, South Sumatra. Sunan Kalijaga State Islamic University, Yogyakarta.

Maulana, S., Ibrahim, T., & Khoeruddin, H. (2022). Pemasaran Madrasah Hubungannya dengan Jumlah Peserta Didik Baru. Jurnal Isema : Islamic Educational Management, 7(1), 13–24. https://doi.org/10.15575/isema.v7i1.13773

MY, M., Hayat, N., Chaniago, F., & Erlianto, M. (2022). Educational Services Marketing Strategy in Improving School Image. PARAMUROBI: JURNAL PENDIDIKAN AGAMA ISLAM, 5(1), 20–34. https://doi.org/10.32699/paramurobi.v5i1.2717

Onu, P., Pradhan, A., & Mbohwa, C. (2024). Potential to use metaverse for future teaching and learning. Education and Information Technologies, 29(7), 8893–8924.

Peñate, A. H., Padrón-Robaina, V., & Nieves, J. (2024). The role of technological resources in the reputation of vocational education schools. Education and Information Technologies, 29(3), 2931–2950.

Solichatun, L. (2023). Analysis of santri behavior in choosing Islamic boarding schools in the UIN Walisongo Semarang environment. Walisongo State Islamic University.

Sugiyono. (2013). Quantitative, Qualitative, and R&D Research Methods. Alfabeta.

Surahman, D. D., & Fitria, R. N. (2023). Digital Technology Branding Strategies inIncreasing the Number of Students at Al Amin Islamic Boarding School Junior High School in Mojokerto. Bhinneka: Jurnal Bintang Pendidikan Dan Bahasa, 1(4), 104–123. https://doi.org/10.59024/bhinneka.v1i4.374

Woltran, F., Schwab, S., & McDuffie, A. R. (2026). Unequal partnerships? School expectations imposed on parents with migration biographies in Austria. Teaching and Teacher Education, 181, 105672.