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The effect of education costs and location on the decision of parents to enroll children in an integrated Islamic elementary school

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ABSTRACT

Currently, many parents are more careful in choosing a school for their child. Of course, this is understandable, considering their children's future success. In Indonesia, of course, there are many schools, ranging from regular schools to several, that offer several advantages, from facilities to excellent programs to extracurriculars. One of the options for parents today is to send their children to religious-based educational institutions. This study aims to prove the effect of education costs and the location of parents' decisions to send their children through referral groups in Tangerang and South Jakarta. This research uses quantitative research methods. Sampling was based on a purposive sampling method of 100 respondents in Tangerang and South Jakarta using proportional random sampling in Tangerang and South Jakarta. The analytical method used is statistical-partial least square using SEM Lisrel 8.70 analysis software tools. The results of this study show that the cost of education significantly affects the reference group. The location has an effect but is not significant to the reference group. The reference group has an effect, but not significantly, on the decision to send their children to school.



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Introduction

Indonesian science and technology has helped many commercial sectors, including transport, food and beverage, and education, to develop and compete. Every primary school is feeling the competition in primary education. Unlike in the past, parents now want their children to attend primary schools with superior and trustworthy teaching techniques (Hadimu & Rukhayati, 2021). Because education is very meaningful to humans for their welfare, human life would be like an animal without direction or provisions conditions (Tiara et al., 2022). Where Education aims to impart knowledge and skills to individuals, mould their character, and prepare them to take a role in society (Bhughe, 2022). According to (Sherly, 2016) one way to attract parents to send their children to school is by improving the school's image so that parents have a positive perception of the school. So parents are willing to choose education services at schools that, according to their perceptions, have good value and have no doubts in choosing education services. Education is a method of change, therefore education can be used as a tool for each person in establishing careful, good and correct relationships in an environment or in the life of the wider community (Pristiwanti et al., 2022).

Natural schools, creative schools, integrated schools, some in the form of homeschooling, and other school terms are examples of educational institutions that develop relatively diverse learning systems. There are even those who are frankly against the education and learning model that is managed like the conventional schools that we know. School is not only a place where children seek knowledge but also a place to build character and personality. The right choice of school the school will greatly help maximize the development of children's intelligence (Rosha et al., 2017). Every parent wants the best education for their children. When entering the age of compulsory education, parents do not want their children to be left behind in getting an academic education. Not only that, but character education and support for talents and interests are also needed. Education is, therefore, an essential foundation for individual development and societal progress. By implementing good education, it is hoped that every member of society can fulfill their potential, achieve prosperity, and play an active role in the wider community (Minarti, 2022).

So that in shaping the quality of education that can deliver a smart and independent society, a system framework is needed in the delivery of education as outlined in a policy that is set (Sumar & Razak, 2016). When the child starts elementary school this year, we will be overjoyed. The feeling of happiness is greater than when the child entered kindergarten two years ago. I'm not sure what triggered that feeling, but I'm relieved that the little one, who still likes to cry and eat snacks, has realized it's time to start elementary school. When choosing a school for my first child, I was confused about choosing a school. In my mind, school is the stage where a child begins to be introduced to the wider world through academic education. Apart from that, I also want children to get character education and a better introduction to their talents and interests (Agus Aryanto, 2017). Where According to (David Wijaya, 2019) Primary school is an important phase in the formation of students' mindsets and abilities. Through a good educational approach and proper support, primary school paves the way for further development and future academic and social success.

The Muslim population of Indonesia currently supports a variety of educational institutions, one of which is the Integrated Islamic School (SIT). The rising trend of families enrolling their kids in SIT schools at all levels (primary, intermediate, and secondary) is proof of this. The Integrated Islamic Schools Network has served as a hub for thousands of Islamic schools around the world. However, this number does not account for the many other private Islamic institutions that exist beyond JSIT (Ahmad Islamy Jamil, 2017). Integrated Islamic Schools emerge as an alternative solution to the unrest of some Muslim communities who want an Islamic educational institution that is committed to practicing Islamic values in its system and aims for students to have balanced competence between *kauniyah* science and *Aaliyah* science between *kriya*, *Ruhiyyah* and *Jasadiyyah*, to be able to give birth to a young generation of Muslims who are knowledgeable, broad-minded and beneficial to the *umma*. Muslims who are knowledgeable, broad-minded and beneficial to the *umma* (Fatkuroji, 2012). According to (Rojii et al., 2019) An integrated Islamic school is a school whose curriculum framework tries to integrate religious knowledge and general science maximally, this integration can be applied in the learning process in the classroom, which always tries to incorporate Islamic noble values into every subject in a manner and innovative learning models. In addition, the choice to send children to an integrated Islamic school is usually made by parents who want to provide education more focused on Islamic values. SDIT endeavors to create a learning environment that supports students' academic and spiritual development, as well as forming a noble generation that contributes positively to society (Sari et al., 2019).

Nowadays, many parents are more careful when choosing a school for their child. Of course, this is understandable given their children's future success. In Indonesia, of course, there are many schools, ranging from regular schools to some that offer several advantages, ranging from facilities to excellent programs to extracurriculars and many others. One of the options for parents today is to send their children to religiously-based educational institutions. Of course, there are several reasons that they choose schools based on Islam (Satria, 2023). Currently, there are many types of education offered by various educational institutions, one of which is religion-based (Islam) or Islamic schools. Some people believe that religion can control and focus their character to become a better individual. Islamic institutions can be an alternative for parents in educating their children. Islamic learning institutions are learning institutions that combine general learning and religious learning. In addition, education that is carried out properly will produce a superior generation. Schools should be able to develop creative and innovative programs in building education to produce this superior generation (Triwardhani et al., 2020).

Nowadays, anyone can get a better education because many educational services have sprung up that offer a variety of very attractive education, with various offers given to the public to choose these educational institutions, so prospective students or prospective students can get good expectations and services in consuming these educational service product (Ansya & Zubir, 2018). However, one of the problems in the world of education in Indonesia is the problem of education costs, because it is common knowledge that the cost of education in Indonesia is very expensive and very burdensome to society (Nikita & Hadi, 2018).

According to (Purba, 2018) In reality, if done well, investing in education is an investment in people that may increase their ability to compete, become wealthy, and address a variety of challenges they encounter in life. Education plays a vital role and is considered a valuable asset in society. Society's views on education vary across cultures and social contexts, but generally, education is regarded as positive and valued (Devianty, 2017).

Research conducted by (Putra, 2022) states that the study's results indicate that location, price perceptions and school image positively and significantly affect student-parent decisions. Furthermore, research conducted by (Nadzifah, 2023) states that the results of this study are location variables, tuition fees, simultaneous effect on the decision to choose boarding school. Research conducted by (Amri, 2021) states that the cost of education has an influence on a person's decision to choose an educational institution where he is studying, or where parents leave their children to study. The authors see and observe that the development of educational institutions, particularly education for elementary school or madrasah children, has experienced a competition to attract the interest of parents to send their children to school as a result of the competition between schools in Tangerang and South Jakarta. The specific objectives of this research are analyzing the effect of education costs on reference groups at SDIT in Tangerang and South Jakarta, analyze the influence of location on reference groups at SDIT in Tangerang and South Jakarta, and analyzing the influence of reference groups on parents' decisions to send their children to SDIT in Tangerang and South Jakarta.

Method

This research uses quantitative research methods, which according to (Sugiyono, 2019) research with quantitative methods is a research method based on the philosophy of positivism; quantitative methods are used in research with a determined population or sample, data are collected using research instruments, quantitative or statistical data analysis is carried out, aiming at testing predetermined conjectures. The object of research in this study is the reference group and their decision to send their children to school, which is influenced by the cost of education and location. Purposive sampling was used to obtain data for this research, and the community as customers served were parents who decided to send their children to SDIT Tangerang and South Jakarta campuses. So that the sample used is 100 respondents in Tangerang and South Jakarta using proportional random sampling in Tangerang and South Jakarta. The primary data used in this study was collected through questionnaires.

According to (Ferdinand, 2014), the purpose of data analysis is to present empirical findings in the form of descriptive statistical data that explain the characteristics of the respondents, especially about the research variables used in hypothesis testing and inferential statistical analysis used to test the proposed research hypothesis. Based on this, a conclusion is drawn. Researchers used Lisrel 8.70 for Windows with the SEM method for descriptive data analysis. It is possible to think about structural equation modeling as a composite of the techniques of factor analysis, structural modeling, and path analysis. To confirm the most significant factor in a set of variables, this study uses confirmatory factor analysis, also known as confirmatory factor analysis, in structural equation models. In practice, there are several model test tools in SEM divided into three parts, namely Absolute Fit Index: This test is the most basic test in SEM and simultaneously measures the overall suitability of the structural model and measurement model. Incremental Fit Indices: A measure to compare the proposed model with other, more specific models. Parsimony Fit Indices: Adjusting the fit size so that it can be compared between research models.

Results and Discussions

Description of Respondents

The identity of the respondents in this study will be divided into three groups based on education and income.

Table 1. Respondent's Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMU	25	25.0	25.0	25.0
	DIII	19	19.0	19.0	44.0
	S1	47	47.0	47.0	91.0
	DLL	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

Source : Data was processed with SPSS 23.00, 2020

Based on Table 1, the results of the study on a sample of 100 respondents who made the decision to send their children to school indicate that the number and percentage of respondents' profiles based on education are 25 respondents with a percentage of 25%, DIII as many as 19 respondents with a percentage of 19%, S1 as many as 47 respondents with a percentage of 47%, etc. as many as 9 respondents with a percentage of 9%. Based on the results of the data above, it can be concluded that from the sample taken of as many as 100 people, it was found that the majority of the respondents who were used as samples had an undergraduate education, as many as 47 respondents, or 47%.

Table 2. Respondent's Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.5 - 3.4 Million	23	23.0	23.0	23.0
	3.5 - 4.4 Million	30	30.0	30.0	53.0
	> 4.5 Million	47	47.0	47.0	100.0
	Total	100	100.0	100.0	

Source : Data was processed with SPSS 23.00, 2020

Based on Table 2 above, the results of the research on a sample of 100 respondents who made the decision to send their children to school based on the income of respondents with a range of 2.5–3.4 million showed that there were 23 respondents with a percentage of 23%, an income range of 3.5–4.4 million as many as 30 respondents with a percentage of 30%, and an income range > (more than) 4.5 million as many as 47 respondents with a percentage of 47%. Based on the results of the data above, it can be concluded that, from a sample of 100 people, the median income of the most respondents was >\$4.5, or \$47, or 47%.

Description of Research Variables

Responses to questionnaires provide insight into how people feel about a number of different variables, including how much schooling should cost, where they live, the people they keep company with, and whether or not they choose to send their own children to school. In addition, descriptive data analysis was performed on all of the variables investigated, yielding the following results:

Table 3. Descriptive Statistics

	N	Sum	Mean
Tuition fees	100	354	3.54
Cost of Building Money	100	379	3.79
Re-registration fee	100	388	3.88
Payment method	100	380	3.80
Availability of Transportation Facilities	100	358	3.58
Easy to find	100	347	3.47
Affordable Distance	100	374	3.74
Normative Influence	100	375	3.75
The Effect of Value Expressions	100	387	3.87
Information Influence	100	352	3.52
Quality and Quality	100	377	3.77
Support Factor	100	393	3.93
Teacher Creativity	100	359	3.59
Valid N (listwise)	100		
Tuition fees			

Source : Data was processed with SPSS 23.00, 2020

Descriptive decisions about enrolling children in school have a support factor of 3.93, as shown in Table 3 above. This factor is based on the answers to questionnaire questions that have the highest mean indicator score. The mean for the easiest to find indicators is 3.47, which is significantly lower. Respondents in this case, in general, consider the decision to send their children to school to be supportive, given the above circumstances.

Instrument Test**Table 4.** Validity test

Questioner	R Count	Explanation
Tuition Fee	.687	Valid
Building Fees	.785	Valid
Re-registration Fee	.685	Valid
Payment method	.565	Valid
Availability of Transportation Facilities	.397	Valid
Easy to find	.464	Valid
Affordable Distance	.646	Valid
Normative Influence	.607	Valid
Effect of Value Expression	.753	Valid
Information Effect	.395	Valid
Quality and Quality	.184	Valid
Support Factor	.755	Valid
Teacher Creativity	.414	Valid

Source : Data was processed with SPSS 23.00, 2020

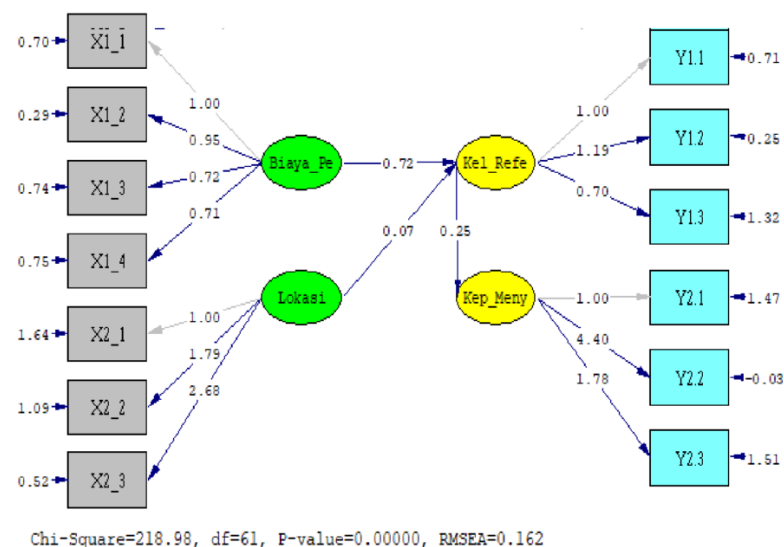
According to Table 4, all of the proposed questionnaire items have a higher corrected item total correlation value than r Table in the 100th N sample, namely 0.195, which means that the overall r count is higher than r Table. This is because r Table is the output of data processing that is input into the SPSS 23.00 program as a calculating tool. The proposed statement items are deemed valid based on the preceding output and the overall value of the instrument validity test on the variable cost of education (X1), location (X2), reference group (Y1), and the decision to send children to school (Y2).

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items	explanation
.876	13	Reliabel

Source : Data was processed with SPSS 23.00, 2020

All questionnaire items can be used to measure all variables in this study, and are said to be valid and reliable, as shown in the value Cronbach's alpha variable has a very good level of, which is above 0.6, according to Table 5 above, the output of data processing performed with the SPSS 23.00 program as a calculation tool, and the value shown in the table. Because the Cronbach's alpha value is above the "very good" threshold, we can confidently say that the variable's value is good and acceptable, and that the results obtained are also satisfactory. Findings from a Structural Equation Modeling (SEM) Model Test The SEM model test is meant to ascertain whether or not a particular research model is being investigated. Figure 1 depicts the hybrid model developed from the structural equation model.

**Figure 1.** Path Diagram Estimated Model SEM Full (Standardized)

Source: Data processed with Lisrel 8.70. 2020

Above you can see the structural equations that were derived from the test data. Two types of tests—model appropriateness tests and model hypothesis tests—combine to complete the overall test of the SEM model. To evaluate a model's viability or fitness for use, the comprehensive SEM model test is used.

Research variables were analyzed using structural equation modeling to reveal their underlying structural link. The goodness-of-fit index was used to verify the reliability of the assumed structural link between the variables. In Table 6, you can see the findings from the structural equation modeling (SEM) analysis performed in this research using the Lisrel 8.70 software.

Table 6. Measurement Model Suitability

Indicator GOF	Expected size	Estimation Results	Conclusion
Size of Absolute Fit			
GFI	GFI > 0.90	0.91	<i>Good Fit</i>
RMSEA	RMSEA < 0.08	0.000	<i>Good Fit</i>
Size of Incremental Fit			
NNFI	NNFI > 0.90	0.93	<i>Good Fit</i>
NFI	NFI > 0.90	0.91	<i>Good Fit it</i>
AGFI	AGFI > 0.90	0.62	<i>Marginal Fit</i>
RFI	RFI > 0.90	0.67	<i>Marginal Fit</i>
IFI	IFI > 0.90	0.95	<i>Good Fit</i>
CFI	CFI > 0.90	0.92	<i>Good Fit</i>

Source: Data processed with Lisrel 8.70. 2020

Based on Table 6 above, the six fitness measures obtained have good fit indexes (good fit), namely GFI, RMSEA, NNFI, NFI, IFI, and CFI, while those with moderate fit indexes (marginal fit) are AGFI and RFI.

Structural Model Equations

A structural equation model is presented in the following structural equation:

$$\text{Kel_Refe} = 0.72 * \text{Biaya_Pe} + 0.07 * \text{Lokasi}, \text{Errorvar.} = 0.060, R^2 = 0.91$$

$$\begin{matrix} (0.29) & (0.84) & (0.041) \\ 2.52 & 0.079 & 1.47 \end{matrix}$$

$$\text{Kep_Meny} = 0.25 * \text{Kel_Refe}, \text{Errorvar.} = 0.025, R^2 = 0.62$$

$$\begin{matrix} (0.13) & (0.024) \\ 1.90 & 1.05 \end{matrix}$$

Equation 1 above shows that the loading factor (path coefficient) for the variable "education cost" is 0.72, while the loading factor (path coefficient) for the variable "location" is 0.07. The loading factor (path coefficient) of the reference group variable is 0.25, as calculated by the equation 2 above.

Hypothesis test

Table 7. Hypothesis test

Hipotesis	Description	Value of t count	Conclusion
H ₁	The cost of education has a positive and significant effect on the reference group	2.52	Hypothesis accepted
H ₂	Location is influential but not significant to the reference group	0.079	Hypothesis rejected
H ₃	The reference group has an effect but is not significant on the decision to send children to school	1.90	Hypothesis rejected

Source: Data processed by researcher, 2020

Coefficient of determination (R²)

Coefficient of determination (R²) in equation 1 is 0.91, meaning that the effect of education and location costs on the control group varies by 91%, with the remaining 9% influenced by other factors. Equation 2's coefficient of determination (R²) is 0.62, which indicates that the reference group variable influences the choice to send children to school by a magnitude of 62% on average, with the remaining 38% influenced by other factors that were not analyzed. Therefore, the cost of education significantly affects the reference group. This shows that the reason for sending children to the reference group is because the cost of education is by the facilities that students will get when attending school, and is affordable. This is in line with research conducted by (Amri,

2021), which states that the cost of education influences a person's decision to choose an educational institution where he is studying or where parents leave their children to learn. The location has an effect but is not significant to the reference group. This means that the area of the Integrated Islamic Elementary School is independent of the reason the reference group sends their children to school. This is different from research conducted by (Putra, 2022), which states that the study's results show that location, price perception and school image have a positive and significant effect on student-parent decisions. The reference group has an impact, but not substantial, on the decision to send their children to school. This means that the reason parents decide to send their children to Integrated Islamic Elementary School is not because of the influence of the reference group.

Conclusions

Based on the results and discussion, the cost of education significantly affects the reference group. This shows that the reason for sending children from the reference group is because the cost of education is affordable by the facilities that students will receive when attending school. The location has an effect but is not significant to the reference group. This means that the location of the Integrated Islamic Primary School is independent of the reference group's reasons for sending their children to school. Reference groups have an effect but are insignificant in sending children to school. This means that the reason parents decide to send their children to Integrated Islamic Elementary School is not because of the influence of reference groups.

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