

Date Received : December 2025  
Date Revised : January 2026  
Date Accepted : January 2026  
Date Published : February 2026

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## CORRELATION OF EDUCATIONAL MARKETING BASED ON CUSTOMER RELATIONSHIP MANAGEMENT AND QUALITY OF MARKETING SERVICES WITH SCHOOL DECISION MAKING AT SDIT NUURUSSHIDIQ

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### **Kata Kunci:**

Educational Marketing;  
Service Quality;  
Decision Making

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### **ABSTRACT**

Educational marketing is undergoing a transformation with the implementation of Customer Relationship Management which plays a strategic role in building personal and sustainable relationships with parents, students and the community. Customer Relationship Management Integration not only increases school loyalty and reputation, but also significantly improves the quality of educational services, including the learning process, administrative services, and student character development. Customer Relationship Management and the quality of educational services are important factors influencing parents' decision-making in choosing a school, as both create satisfaction, trust, and loyalty towards the educational institution, which ultimately determines the choice of school for their children. This study used a quantitative method with a correlational research type. Data collection techniques were carried out through a questionnaire with answer choices using a Likert scale given to parents or guardians of students. Data analysis techniques in this study used multiple linear regression tests, t-tests, and f-tests to test the hypotheses. The results of the study indicate that: 1) marketing of education based on Customer Relationship Management has a significant positive correlation with decision making, as evidenced by a significance value of  $0,000 < 0,05$ , 2) the quality of educational services has a significant positive correlation with decision making, as evidenced by a significance value of  $0,000 < 0,05$ , 3) marketing of education based on Customer Relationship Management and the quality of educational services has a significant positive correlation with decision making, as evidenced by a significance value of  $0,000 < 0,05$ .

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## A. INTRODUCTION

In today's modern era, educational marketing is undergoing a major transformation due to intense competition among primary education institutions amidst the multitude of available alternative schools. Educational institutions are now required not only to deliver quality academic services but also to build personal, responsive, and sustainable relationships with students, parents, and the community, who are stakeholders in education (Yandra, et al., 2024). By implementing Customer Relationship Management, an approach that was previously dominant only in the business world now enables educational institutions to understand and meet student needs, build loyalty, and strengthen the school's reputation through professional services and effective communication (Kamaludin, et al., 2025).

The Customer Relationship Management approach in education is not merely a marketing technique, but a comprehensive strategy that places the satisfaction, needs, and experiences of students and parents at the center of service. Institutions that consistently implement Customer Relationship Management will recognize the personal profile and needs of each student, maintain open communication with parents, and create a conducive learning environment. This is achieved through responsive administrative services, transparency in decision-making, and active customer involvement in school development (Amatullah, 2023).

Many educational institutions are experiencing a decline in public trust due to a lack of a humanistic approach and service innovation. One-way communication patterns and inconsistent service delivery are obstacles that must be overcome. Therefore, Customer Relationship Management is key to building strong relationships, creating sustainable satisfaction, and developing added value that aligns with the dynamics of modern society (Lenawati, 2019). With strong, trusting relationships, educational institutions find it easier to innovate their curriculum, develop programs, and foster student character, all supported by a strong community (Rohmah et al., 2024). Amidst competition and digitalization, institutions compete not only on academics but also on service quality and the ability to build strong relationships. Therefore, implementing Customer Relationship Management in educational marketing is a crucial key to building institutions that focus not only on learning outcomes but also on the process of relationships and human values (Karlina, 2025a).

The quality of educational services is a central issue in efforts to increase satisfaction, added value, and public expectations. Today, society demands educational services that go beyond simply transferring knowledge, but also foster character building and meaningful learning experiences that support the holistic development of students (Sabir et al., 2024). Improving service quality is achieved through various strategies focused on systematically and sustainably enhancing educational components.

Challenges also arise from limited teacher quality and uneven infrastructure, so efforts to improve education quality require synergy between various parties in service innovation, teacher training, and optimization of educational technology. This way, educational services can provide a more comprehensive and high-quality learning experience, capable of developing competent and highly competitive human resources in the global era (Bernadetta et al., 2025).

Parents' decision-making in choosing a school is heavily influenced by various interrelated factors. The quality of educational services is a key factor parents consider,

particularly the quality of teaching, the competence of teaching staff, and responsive and friendly administrative services (A. Siregar et al., 2024a). Parents' schooling decisions tend to favor schools that demonstrate service excellence and long-term credibility, rather than simply offering favored programs or luxurious facilities. Parents' decisions are also heavily influenced by satisfaction with communication, transparency, and the relationships built through intensive Customer Relationship Management (Alfarizy & Patrissia, 2025).

In general, marketing management manages all marketing desires and needs, including in the educational context. Marketing management encompasses strategies for understanding, meeting, and satisfying customer or consumer needs, in this case students and parents as educational customers (Wijaya, 2022). Customer Relationship Management in education is a strategic approach to building and maintaining long-term, mutually beneficial relationships between educational institutions and customers (students, parents, and the community) (Sachlan et al., 2025). Customer Relationship Management in education focuses on quality service, effective communication, and understanding customer needs to create loyalty and satisfaction. The quality of educational services is a key aspect influencing customer (parents and students) satisfaction and decisions in choosing a school. Service quality encompasses the learning process, the capabilities of teaching staff, facilities, learning outcomes, and responsive administrative services (Rane et al., 2025). Decision-making in the educational context emphasizes factors that influence parents and students in determining school choice based on service quality and relationships with educational institutions (A. Siregar et al., 2024b).

Previous research has only examined the implementation of Customer Relationship Management in educational institutions to improve customer service and satisfaction, but few have specifically examined the impact of Customer Relationship Management on the quality of educational services and its influence on school decision-making at the elementary school level (Sikki et al., 2024). Some studies have focused on the implementation of Customer Relationship Management and marketing activities in general, but less have highlighted how the quality of educational services resulting from the implementation of Customer Relationship Management directly influences parents' decisions in choosing a school for their children (Agetia, 2024). This study, however, examines the correlational relationship between two important factors: Customer Relationship Management-based educational marketing and the quality of educational services, in the school selection decision-making process. This approach adds an integrative dimension between customer relationship management and service quality that has not been widely studied at the elementary education level.

Based on this, this study will analyze the correlation between educational marketing based on Customer Relationship Management and the quality of educational services with the decision to attend SDIT Nuurusshidiiq.

### **Educational Marketing Based on Customer Relationship Management**

Educational marketing is the application of the concept of market orientation in the context of educational institutions, which involves a comprehensive organizational process to generate market intelligence regarding current and future student needs, disseminate this intelligence throughout the educational institution and respond appropriately to this information to create maximum value and satisfaction for students and educational stakeholders (Trio et al., 2022).

In general, customer relationship management, also known as Customer Relationship Management, is a process involving the development and maintenance of profitable customer relationships by providing exceptional customer value and satisfaction (Karlina, 2025a). In general, it can be said that the goal of any Customer Relationship Management strategy is to develop profitable relationships with customers. Customer Relationship Management has many benefits. Customer Relationship Management not only enables institutions to retain customers but also enables more effective marketing, creates good cross-selling opportunities, and opens up the possibility of introducing new brands and products quickly.

### **Quality of Educational Services**

The quality of educational services is a measure of the extent to which services provided by educational institutions are able to meet or even exceed the desires of stakeholders, such as students and parents (Irmawati et al., 2025). This definition implies that service quality is not only related to physical aspects such as facilities and infrastructure, but is also greatly determined by the quality of interactions between educators and students, clear communication, and professional and responsive institutional management. The quality of educational services is not only about physical facilities, but also about how the institution is able to provide reliable, responsive, guaranteed, empathetic services, and supported by adequate physical evidence. This has an impact that influences customer satisfaction and educational success (Irmawati et al., 2025).

Schools must provide comprehensive and contextual service features that reflect current trends to meet the ever-changing demands of education. Schools must be able to offer comprehensive and accessible service programs that cover everything from infrastructure and information services to administration, guidance, student welfare, and talent and skills development (Mashrul et al., 2024).

### **Decision Making**

According to P. Siagian, quoted from Haudi's book, decision-making is defined as a systematic approach to a problem, gathering various facts and carefully selecting alternatives and actions (Haudi, 2021). Decision-making must be based on a well-planned scale of priorities, with various considerations. G.R. Terry defines decision-making as a selection based on certain criteria from two or more possible alternatives (Haudi, 2021).

Decision-making involves several important aspects. According to Mincemoyer and Perkins, this process consists of systematically identifying problems, formulating various alternatives based on accurate information, considering the risks and consequences of each option, selecting one alternative with full commitment, and evaluating the decision (Agetia, 2024). Meanwhile, Jannis and Leon Mann emphasize the importance of assessing challenges and risks, surveying and evaluating alternatives, committing to a choice, and remaining critical even in the face of negative feedback (I. A. Siregar, 2021b).

According to George R. Terry, the basis for decision-making includes intuition, experience, facts, authority, and rationality (Rahman, 2020). Decision-making based on intuition is subjective and quick, suitable for limited problems, but its accuracy is difficult to measure. Experience provides a practical guideline for problem-solving,

while decisions based on facts are more solid but difficult to obtain complete data. Authority can lead to routine and dictatorial decisions if not balanced with an understanding of the problem. Rational decisions are based on objective considerations that focus on optimal public satisfaction.

These three variables are interrelated. A good CRM strengthens relationships and parental trust, while the quality of educational services is demonstrated through the quality of instruction, teachers, and facilities. When relationships are well-managed and services are perceived as high-quality, parents are more likely to choose, stay, and recommend the school.

So in this research the hypothesis can be formulated as follows:

Ha: There is a correlation between CRM-based educational marketing and the decision to attend school at SDIT Nuurusshidiq.

Ho: There is no correlation between CRM-based educational marketing and decision-making to attend school at SDIT Nuurusshidiq.

Ha: There is a correlation between the quality of educational services and the decision to attend school at SDIT Nuurusshidiq.

Ho: There is no correlation between the quality of educational services and the decision to attend school at SDIT Nuurusshidiq.

Ha: There is a correlation between CRM-based educational marketing and service quality with the decision to attend SDIT Nuurusshidiq.

Ho: There is no correlation between CRM-based educational marketing and service quality with the decision to attend school at SDIT Nuurusshidiq.

## **B. METHOD**

This study uses a quantitative method, namely a systematic and objective research approach used to test theories through measuring relationships between variables using numerical data (Creswell, 2023). For this type of research, namely correlational research, research that aims to characterize and measure the strength of the relationship between two or more variables without manipulating these variables, which focuses on identifying the presence or absence of a relationship, as well as the level, direction, and strength of the relationship between the observed variables, using data in the form of scores or variable values that are analyzed statistically whose main purpose is to explain and predict relationships between variables without directly testing cause and effect (Creswell, 2023). Meanwhile, the design in this study is non-experimental, namely a research approach where the researcher does not manipulate the independent variable or does not provide direct treatment to the research subjects (Creswell, 2023).

The location chosen for this study is SDIT Nuurusshidiq, located at Jl. Wiratama No. 30 Kedungjaya, Kedawung District, Cirebon Regency, one of the leading schools with A accreditation. The population in this study were all parents or guardians of students at SDIT Nuurusshidiq, Cirebon Regency, for the population in this study, namely all parents or guardians of SDIT Nuurusshidiq students, while the sample in this study used cluster sampling, a sampling technique used in large-scale research when direct sampling of individuals is too expensive or difficult (Creswell, 2023). Therefore, the researcher chose all 40 parents or guardians of first-grade students at SDIT Nuurusshidiq in Cirebon Regency as samples in this study.

The data collection technique in this study used a questionnaire consisting of a series of statements given directly or indirectly to respondents. Then, to measure the statements from the questionnaire distributed to respondents, the researcher used a Likert scale consisting of five options. The data was then analyzed using SPSS. The following are the results of the validity of the statement items for each variable:

Variables	The Number Of Items	Number Valid of Items
Variable X <sub>1</sub>	14	14
Variable X <sub>2</sub>	13	13
Variable Y	21	21

## C. RESULT

### Normality test

The normality test in this study was conducted with the aim of determining whether the residual values of educational marketing based on Customer Relationship Management (X<sub>1</sub>), educational service quality (X<sub>2</sub>), and decision making (Y) were normally distributed or not. A good regression model has residual values that are normally distributed. The normality test in this study uses the formula Kolmogorov Smirnov, the basis for making decisions regarding normality testing is as follows:

- If the value Asymp Sig (2-tailed) > significance level (0.05) then the regression model is normally distributed.
- If the value Asymp Sig (2-tailed) < significance level (0.05) then the regression model is not normally distributed.

Table 1.1 Summary of Normality Test Results

Variables	Asymp. Sig (2-term)	Significance Level	Conclusion
X <sub>1</sub>	0,133	> 0,05	Normal distribution
X <sub>2</sub>	0,200	> 0,05	Normal distribution
Y	0,102	> 0,05	Normal distribution

From table 1.1 the results of the normality test for the three research variables can be concluded that educational marketing based on Customer Relationship Management, educational service quality, and decision making are normally distributed because all three have an asymp sig. value > 0.05.

### Linearity test

The linearity test is a test conducted to determine whether there is a significant linear relationship between the independent and dependent variables in a regression analysis (Creswell, 2023). The basis for making decisions regarding the linearity test is as follows:

- If the significance value linearity > significance level (0.05) then it is reliable.
- If the significance value linearity < significance level (0.05) then it is not reliable.

Table 1.2 Summary of Linearity Test Results

Variables	Sig. linearity	Significance level	Conclusion
X <sub>1</sub> with Y	0,000	< 0,05	Linear
X <sub>2</sub> with Y	0,020	< 0,05	Linear

Based on table 1.2 the results of the linearity test can be concluded that the independent variable, namely the dependent variable, is decision making because it has a significance level of less than 0.05.

### Multicollinearity test

The multicollinearity test in this study aims to examine whether the regression model found a correlation between Customer Relationship Management-based educational marketing (X<sub>1</sub>) and the quality of educational services (X<sub>2</sub>). The basis for the decision-making for the multicollinearity test is as follows:

- a) If the VIF value > 10 or tolerance < 0.10, then it can be stated that multicollinearity symptoms have occurred.
- b) If the VIF value is <10 or tolerance >0.10, it can be stated that there are no symptoms of multicollinearity.

Table 1.3 Summary of Multicollinearity Test Results

Variables	VIF	Tolerance	Conclusion
X <sub>1</sub>	3,016	0,332	There is no multicollinearity
X <sub>2</sub>	3,016	0,332	There is no multicollinearity

Based on table 1.3 the results of the multicollinearity test can be concluded that there is no correlation between educational marketing based on Customer Relationship Management and the quality of educational services because it has a VIF value <10 and tolerance >0.10.

### Heteroscedasticity test

The heteroscedasticity test in this study is used to determine whether or not there is inequality in the residual variance between observations in the regression model, so that the validity of the model used can be statistically justified. The heteroscedasticity test in this study uses the Glejser test, with the following decision-making basis:

- a) If the significance value > the probability scale value of 0.05 then heteroscedasticity does not occur (homoscedasticity occurs)
- b) If the significance value < the probability scale value of 0.05, heteroscedasticity occurs.

Table 1.4 Summary of Heteroscedasticity Test Results

Variables	Significance value	Significance Level	Conclusion
X <sub>1</sub>	0,880	> 0,05	There is no heteroscedasticity
X <sub>2</sub>	0,300	> 0,05	There is no heteroscedasticity

Based on table 1.4 the results of the heteroscedasticity test can be concluded that educational marketing based on Customer Relationship Management and the quality of educational services do not experience heteroscedasticity because they have a significance value > significance level.

### Data Analysis Results

#### Multiple linear regression analysis

Multiple linear regression analysis is used to determine the direction of the relationship between the independent variable and the dependent variable, whether each is positively or negatively related, and to predict the value of the independent variable, whether the dependent variable increases or decreases.

Table 1.5 Summary of Multiple Linear Regression Analysis Results

Model	B	Std.Error	Beta	Significance Value	Significance level
Permanent	10.436	2,493		0,00	< 0,05
X <sub>1</sub>	0,524	0,147	0,362	0,01	< 0,05

X2	0,837	0,134	0,634	0,00	< 0,05
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Based on table 1.5 the results of the multiple linear regression analysis obtained are the regression equation results, namely constant = 10.436, coefficient  $b_1 = 0.524$  and coefficient  $b_2 = 0.837$  so that the regression equation is:

$$Y = 10,436 + 0,524X_1 + 0,837X_2$$

The regression equation above can be explained as follows:

- The constant value of 10.436 states that the decision to attend SDIT Nuurusshidiiq is 10.436 if educational marketing is based on Customer Relationship Management and the quality of educational services has a value of = 0.
- The regression coefficient for  $X_1 = 0.524$  states that every educational marketing based on Customer Relationship Management will increase the decision to attend SDIT Nuurusshidiiq by 0.524.
- The regression coefficient for  $X_2 = 0.837$  states that every quality of educational service will increase the decision to attend SDIT Nuurusshidiiq by 0.837.

### Partial test (t)

Partial regression model testing is used to determine whether each independent variable forming the regression model individually has a significant influence on the dependent variable. To test this relationship, a t-test is used, namely by comparing the calculated t value with the t-table value. The independent variables forming the regression model are said to have a significant influence if the calculated t value is greater than the t-table value or significant  $< 0.05$ .

Table 1.6 Summary Results of Partial Test (t)

Variables	t count	t table	Significance Value	Significance level	Information
$X_1$ against Y	3,574	>1,675	0,001	<0,05	Ho is rejected and Ha is accepted
$X_2$ against Y	6,263	>1,675	0,000	<0,05	Ho is rejected and Ha is accepted

Based on table 1.6 the influence of independent variables on dependent variables can be explained as follows:

- There is a positive influence of Customer Relationship Management-based educational marketing on decision making.

The first hypothesis regarding the variable of Customer Relationship Management-based educational marketing is that the calculated t is 3.575 and the significance value is  $t = 0.001$ . So the calculated  $t > t$  table ( $3.574 > 1.675$ ) and  $\text{sig } t < 0.05$ , then partially the Customer Relationship Management-based educational marketing has a significant positive relationship with decision making, so it can be concluded that the hypothesis is accepted.

- There is a positive influence of the quality of educational services on decision making.

The first hypothesis regarding the variable of quality of educational services is that the calculated t is 6.263 and the significance value is  $t = 0.000$ . So the calculated  $t > t$  table ( $6.263 > 1.683$ ) and  $\text{sig } t < 0.05$ , then partially the quality of educational services has a significant positive effect on decision making. The results of the regression analysis show that the quality of educational services has a significant

positive relationship with decision making, so it can be concluded that the hypothesis is accepted.

### **Simultaneous test (F)**

Simultaneous testing in this study was conducted to demonstrate whether all variables used in the regression model had a significant influence on the dependent variable (decision-making). All variables were tested simultaneously using the simultaneous (F) test.

Table 1.7 Summary of Simultaneous Test Results (F)

F Count	F Table	Significance Value	Significance level	Information
78,895	>3,25	0,000	<0,05	Ho is rejected and Ha is accepted

Based on table 1.7 the results of the simultaneous test (F) can be concluded that simultaneously (together) the variables of educational marketing based on Customer Relationship Management and the quality of educational services have a joint influence or simultaneously influence decision making so that Ho is rejected and Ha is accepted, because the calculated  $F > F$  table and the significance value  $<$  significance level, and the calculated F value  $<$  than the F table.

## **D. DISCUSSION**

### **1) Correlation of Customer Relationship Management-Based Educational Marketing with School Decision Making at SDIT Nuurusshidiiq**

The hypothesis for this test is formulated as follows:

Hi: There is a correlation between educational marketing based on Customer Relationship Management and the decision to attend school at SDIT Nuurusshidiiq.

Ho: There is no correlation between Customer Relationship Management-based educational marketing and the decision to attend SDIT Nuurusshidiiq.

Table 1.8 Summary of the Results of the Correlation Analysis of Customer Relationship Management-Based Educational Marketing with Decision Making

Variables	Pearson correlation	Significance value	Significance level	Information
X1 with Y	0,697	0,000	< 0,05	Ho is rejected and Ha is accepted

Based on table 1.8 the person correlation value of Customer Relationship Management-based educational marketing with decision making is 0.697. The correlation value is positive and the correlation value is between 0.600-0.799, meaning that the correlation between Customer Relationship Management-based educational marketing and decision making is in the strong category and Ho is rejected and Ha is accepted because the significance value  $<$ significance level, meaning that there is a correlation between Customer Relationship Management-based educational marketing and decision making to attend SDIT Nuurusshidiiq.

### **2) Correlation of Educational Service Quality with School Attendance Decision Making at SDIT Nuurusshidiiq**

The hypothesis for this test is formulated as follows:

H<sub>1</sub>: There is a correlation between the quality of educational services and the decision to attend school at SDIT Nuurusshidiiq.

H<sub>0</sub>: There is no correlation between the quality of educational services and the decision to attend school at SDIT Nuurusshidiiq.

Table 1.9 Summary of the Results of the Correlation Analysis of the Quality of Educational Services with Decision Making

Variables	Pearson correlation	Significance value	Significance level	Information
X <sub>2</sub> with Y	0,898	0,000	< 0,05	Ho is rejected and Ha is accepted

Based on table 1.9, the person correlation value of the quality of educational services with decision making is 0.898. The correlation value is positive and this correlation value is between 0.800-1.000, meaning that the correlation between the quality of educational services with decision making is in the very strong category and Ho is rejected and Ha is accepted because the significance value <the significance level, meaning that the quality of educational services has a correlation with the decision making to attend school at SDIT Nuurusshidiiq.

### 3) Correlation of Educational Marketing Based on Customer Relationship Management and Quality of Educational Services with School Decision Making at SDIT Nuurusshidiiq

The hypothesis for this test is formulated as follows:

H<sub>1</sub>: There is a correlation between educational marketing based on Customer Relationship Management and the quality of educational services with the decision to attend SDIT Nuurusshidiiq.

H<sub>0</sub>: There is no correlation between Customer Relationship Management-based educational marketing and the quality of educational services with the decision to attend SDIT Nuurusshidiiq.

Table 1.10 Summary of the Results of the Correlation Analysis of Educational Marketing Based on Customer Relationship Management and the Quality of Educational Services with Decision Making

Variables	R	R square	Significance value	Significance level	Results
X <sub>1</sub> and X <sub>2</sub> with Y	0,900	0,810	0,000	<0,05	Ho is rejected and Ha is accepted

Based on table 1.10 the calculated R value between Customer Relationship Management-based educational marketing and the quality of educational services with decision-making is 0.900 and this correlation value is between 0.800-1.000. This means that the correlation between the quality of educational services and decision-making is in the very strong category. And the calculated  $r > r_{table}$  ( $0.900 > 0.312$ ) so that Customer Relationship Management-based educational marketing and the quality of educational services have an influence. The better the Customer Relationship

Management-based educational marketing and the quality of educational services, the higher the decision-making will be.

$H_0$  is rejected and  $H_a$  is accepted because the significance value  $<$  significance level, meaning there is a correlation between educational marketing based on Customer Relationship Management and the quality of educational services with decision making and the R Square value is 0.810, this shows that the correlation between educational marketing based on Customer Relationship Management and the quality of educational services with decision making is 81% while the rest is influenced by other variables not examined in this study.

## E. CONCLUSION

This study was conducted to determine the correlation between Customer Relationship Management-based educational marketing and the quality of educational services and the decision to attend SDIT Nuurusshidiiq. Based on the results of the hypothesis testing in this study, the following conclusions can be drawn:

1. Customer Relationship Management-based educational marketing has a significant positive correlation with the decision to attend SDIT Nuurusshidiiq.
2. The quality of educational services has a significant positive correlation with the decision to attend school at SDIT Nuurusshidiiq.
3. Educational marketing based on Customer Relationship Management and the quality of educational services have a significant positive correlation with the decision to attend school at SDIT Nuurusshidiiq.

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