THE INFLUENCE OF EDUCATION COSTS, LOCATION, AND SCHOOL IMAGE ON PARENTS' DECISIONS TO CHOOSE EDUCATIONAL SERVICES AT SDIT AL MADINAH PONTIANAK

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Abstract

This study aims to analyze the influence of education cost, location, and school image on parents' decisions to choose the educational services of SDIT Al Madinah in Pontianak City. This study uses an associative approach to identify the relationships and effects among the variables examined. The population in this study comprises all parents of students at SDIT Al Madinah Pontianak, with a sample of 100 respondents determined through probability sampling techniques. The research instruments were tested through validity and reliability tests to ensure the feasibility of the measuring tool. Furthermore, the classical assumption tests used include the normality test, linearity test, and multicollinearity test. Hypothesis testing was conducted using multiple linear regression analysis, correlation coefficient, coefficient of determination, simultaneous test (F test), and partial test (t test). The results of the multiple linear regression analysis produced the regression equation: $Y = 1.183 + 0.281X_1 + 0.163X_2 + 0.305X_3$. The correlation coefficient value of 0.777 indicates a strong relationship between education cost, location, and school image with parents' decisions. Meanwhile, the coefficient of determination value of 0.604 indicates that parents' decisions are influenced by the three variables by 60.4%, while the remaining 39.6% is influenced by other factors outside the variables examined. The simultaneous test results show that education cost, location, and school image jointly have a positive and significant effect on parents' decisions. In addition, the partial test results also prove that each variable—education cost, location, and school image—has a positive and significant effect on parents' decisions.

Keywords: Education Cost, Location, School Image, Parents' Decision

INTRODUCTION

Education is one aspect that cannot be separated from human life. Education functions to shape personality and to understand knowledge; education plays a major role in shaping whether a person's character is good or bad. Realizing this, the government is very serious in the field of education because with a good education system, it is expected that a high-quality next generation of the nation will emerge. Education has a very important role in the continuity of a country and in the life sectors of a country. Society needs education in their daily lives. Education becomes a means to develop the knowledge needed to advance society and face global competition (Izzati & Triyanto, 2024).

Based on the National Education System Law Number 20 of 2003: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as skills needed by themselves, society, the nation and the state." Education in a country becomes very important because its main activity is transforming people who have knowledge and people who do not have skills into people who are knowledgeable and have skills.

Awareness of the importance of education today has resulted in many parents being enthusiastic to enroll their children in school, and this is inseparable from the increasing number of public and private schools competing to provide the best educational services. Along with the development of the times, many public and private elementary schools have been established. The current condition shows that the capacity of public elementary schools to accept new students is very limited. Therefore, private elementary schools have the same opportunity to become a place to gain knowledge. One-way parents decide to send their children to school is through improving the school's image; parents choose a school that has a good image for their children because they want the best education for their children.

There are various private schools in Pontianak City, one of which is SDIT Al Madinah. SDIT Al Madinah is a private school in Pontianak Kota District that becomes a choice for parents after their children graduate from Kindergarten (TK). SDIT Al Madinah was founded by the head of the Al Madinah Pontianak foundation, Mustafa Irawan, S.T, under the Al Madinah Pontianak foundation. It was established on December 6, 2016, with the Establishment Decree Number 1440/KEP/2016 and obtained an operational permit from the Head of the Pontianak City Education Office Number 1440/KEP/2016. It is accredited B based on Decree Number 505/BAN-SM KB/KEP/XI2018 issued on November 17, 2018.

SDIT Al Madinah is located at Jl. Danau Sentarum Gg. Danau Indah No.1, Sungai Bangkong, Pontianak Kota, West Kalimantan. The location of SDIT Al Madinah is quite strategic; road access is adequate and not far from the main road. This school has a fairly large parking access and the road access for parents to drop off and pick up students is very adequate. SDIT Al Madinah has been established since 2016 and is now 9 years old. This school has B accreditation and has the main goal of providing integrated Islamic education that integrates academic education with character development and Islamic morals.

Considering today's increasingly modern development, the religious factor is one important aspect. Parents can determine the right school choice for their children as a provision of knowledge so they can develop well. Parents must pay attention to their children's education starting from early childhood education, primary education, secondary education, up to higher education. There are various factors that form the basis of parents'

decision-making before enrolling their children in school; these factors include education cost, location, and school image.

Diani et al, (2021) state that the decisions parents make about their children's education depend on their personal values and desired educational goals, as well as other people in their social and professional networks from whom they gather information. In this study, parents' decisions are influenced by one factor, namely education cost. The education cost (price) factor becomes a consideration for parents in choosing a school (Pujiati et al, 2024). Education costs must be comparable to the quality of education and facilities provided by the school (Bahta & Santoso, 2025). There is also the view that society is willing to pay higher if the benefits of the education are considered comparable to the value obtained in the future (Regita et al, 2025).

Education cost is the nominal amount of educational services that must be paid by the parents of SDIT Al Madinah students as determined by the school. Fees or service prices include registration fee of Rp. 200,000, building fee of Rp. 5,000,000 with school facilities so students can be more comfortable within the school environment, monthly tuition (SPP) of Rp. 250,000, uniform costs, book costs, and costs for other facilities, which are used to support learning activities, and part of salaries for educators who have carried out their duties.

Besides education cost (price), location is also one factor determining parents' decisions in choosing a school for their children. A strategic school location is one of the main considerations for parents in choosing a school, because a location close to home provides convenience and time efficiency (Florencia et al, 2025). A sense of safety and comfort and having a wide parking area are also choices for parents because they can provide greater satisfaction for parents (Putra et al, 2022). The location provided by SDIT Al Madinah is that this school has a fairly large parking access and road access for parents to drop off and pick up students is very adequate. With a large parking yard and road access that is easy to reach, this can certainly be a determining factor for parents' decisions in enrolling their children at SDIT Al Madinah.

The last factor that forms the basis of parents' decision-making is school image. School image is a reflection produced and remembered by parents or students regarding the general quality of a school, evaluated through aspects such as the school's character, reputation, values, and identity as an institution (Nurohman et al, 2025). Selection of a school with a good school image will be prioritized, because a school with a good image will obtain a positive value in the eyes of consumers (students) (Krisbiyanto & Nadhifah, 2022). SDIT Al Madinah has built a good school image with the vision of realizing students who have noble character, are independent, and love the environment. The flagship programs at SDIT Al Madinah are Arabic Language and Tahfidzul Qur'an. Students who graduate are required to have memorized at least 3 juz of the Qur'an and be fluent in Arabic.

Although many previous studies have examined factors influencing parents' decisions in choosing educational services, such as service quality, curriculum, and school facilities, studies that simultaneously integrate education cost, school location, and school image as the main determinants of parents' decisions, particularly in integrated Islamic elementary education institutions in Pontianak City, are still relatively limited. In addition, the social characteristics and parents' preferences for Islamic value-based education that develop at SDIT Al Madinah Pontianak have not been widely analyzed empirically, creating a research gap that needs further investigation.

This study is expected to provide empirical findings related to parents' decisions in choosing a school for their children. It is also expected to serve as a means to maintain and improve competitiveness; the school needs to understand in depth what factors influence parents' decisions in choosing a school, especially related to education cost, location, and school image.

REVIEW OF LITERATURE

Education Cost

In the context of educational services, education cost is understood as a form of price that must be paid by parents as compensation for the educational services received, including routine and non-routine components such as tuition fees, entrance fees, and other supporting contributions (Diba & Bahaf, 2024). Conceptually, price represents the value exchanged by consumers to obtain certain benefits, so the evaluation of costs does not only focus on the nominal amount, but also on the perceived appropriateness between sacrifice and benefits received (Priansa, 2017).

Kotler (2008) in Indrasari (2019) emphasizes that price evaluation includes dimensions of affordability, appropriateness with service quality, appropriateness between price and benefits, and relative competitiveness compared to other alternatives. In educational services, these dimensions are relevant because parents tend to assess school costs based on economic capability, transparency of cost components, and the long-term benefits expected for children's academic development and character. Thus, education cost functions as a value signal that influences parents' preferences and decisions, not merely as a financial burden.

Location

Location in the context of services is understood as a strategic decision related to how and where services are delivered to users (Kotler & Armstrong, 2018). Hurriyati (2019) emphasizes that service location is not only related to geographic position, but also includes the ease of service delivery and customer comfort in accessing the service. Therefore, school location has direct implications for time efficiency, safety, and parents' comfort in daily educational activities.

Tjiptono (2023) describes that location assessment includes aspects of accessibility, visibility, availability of parking areas, potential for expansion, and surrounding environmental conditions. In the context of primary education, these aspects become important considerations because they relate to parents' and students' mobility, as well as perceptions of a conducive learning environment. A location that is easy to reach and safe tends to be perceived as more functional, thus potentially influencing school selection decisions.

School Image

School image reflects the collective perception of society regarding the quality, character, and identity of an educational institution (Leticia, 2024). This perception is formed through direct experience, social information, and institutional symbols attached to the school. In the service marketing perspective, image is understood as the result of associations stored in consumers' memory and shaping beliefs about a brand or institution (Kotler & Keller, 2016).

Firmansyah (2019) explains that brand image is built through the strength of associations, the favorability of associations, and the uniqueness of associations. These three

dimensions are relevant in the school context because parents tend to evaluate a school's reputation based on consistency of educational quality, the values upheld, and the uniqueness of programs that distinguish the school from other alternatives. Thus, school image acts as an uncertainty reduction mechanism in parents' decision-making, especially when service quality cannot be fully evaluated before children attend the school.

Parents' Decision

Parents' decisions in choosing a school can be understood as a problem-solving process that involves evaluating various alternatives before determining the option considered most appropriate for children's needs and educational goals (Firmansyah, 2018; Alma, 2018). This process is not instant, but goes through stages of need recognition, information search, alternative evaluation, decision, and post-choice evaluation (Kotler & Armstrong, 2016).

In the context of educational services, parents' decision processes are influenced by a combination of rational and perceptual factors. Rational considerations relate to cost and ease of access, while perceptual considerations relate to school image and confidence in the educational quality children will receive. Therefore, the decision to choose a school is the result of integrating various information and subjective assessments that interact with each other, not merely a response to a single factor.

RESEARCH METHOD

The type of research used in this study is associative/relationship research. According to Siregar, (2017) associative research is research aimed at determining the relationship between two or more variables. This study was conducted to determine the relationship between the variables Education Cost, Location, and School Image on Parents' Decisions to Choose Educational Services at SDIT Al Madinah Pontianak. The data in this study consist of primary data and secondary data. In this study, primary data were obtained by conducting interviews with the principal and administrative staff with the aim of obtaining information related to what would be studied, as well as distributing questionnaires using Google Forms to all parents of students at SDIT Al Madinah Pontianak. Secondary data in this study were obtained in written form, both information obtained from the principal and administrative staff, and data available at the school such as student numbers, school overview, and other supporting data.

The population in this study is all parents of students at SDIT Al Madinah Pontianak. The sample in this study is all parents of students from first grade to sixth grade totaling 653 people; the sample in this study used probability sampling techniques. This study uses the Slovin formula in Sujarweni (2025) so that a minimum sample of 87 people is obtained, but the author determined a total of 100 samples as respondents. This study uses two types of variables, namely independent variables and dependent variables. In this study, there are three independent variables examined: Education Cost (X1), Location (X2), and School Image (X3). The dependent variable in this study is Parents' Decision (Y). The scale used to measure in this study uses a Likert scale; Sugiyono (2016) states that the Likert scale is a measurement tool for behavior, opinions, and views of a person or a group of people about social phenomena. The Likert scale used is a range of 1–5, where 1 means strongly disagree and 5 means strongly agree.

The data analysis technique begins with a validity test using Product Moment Pearson correlation to ensure the accuracy of the measurement instrument, and a reliability test using

Cronbach's Alpha, where the instrument is declared reliable if the alpha value ≥ 0.60 (Siregar, 2017). Furthermore, classical assumption tests were conducted, including a normality test using Kolmogorov–Smirnov with the criteria Asymp. Sig. (2-tailed) > 0.05, a linearity test based on Deviation from Linearity > 0.05, and a multicollinearity test with the provisions VIF < 10 and Tolerance > 0.10 (Ghozali, 2016). The relationship analysis among variables was conducted using multiple linear regression, with hypothesis testing through simultaneous (F) and partial (t) tests, all processed using SPSS version 25.

RESULTS AND DISCUSSION

Test Research Instruments

a. Validity Test

The validity test in this study aims to ensure that each questionnaire statement item is able to represent the constructs being examined. The test was conducted by correlating the score of each item with the total score, then the calculated r value was compared with the r table value. The r table value was determined based on degrees of freedom (n–2), so df = 100–2 = 98, thus the r table value is 0.196 at a significance level of 0.05. The validity test results for each statement item of each variable are presented in Table 1.

Table 1.
Validity Test Results

Variable	Indicator	r-count	r-table	Description
Education Cost (X1)	X1.1	0.607	0.196	Valid
	X1.2	0.785		
	X1.3	0.641		
	X1.4	0.760		
	X1.5	0.720		
	X1.6	0.721		
	X1.7	0.817		
	X1.8	0.772		
	X1.9	0.766		
	X1.10	0.669		
	X1.11	0.713		
	X1.12	0.708		
Location (X2)	X2.1	0.826	0.196	Valid
	X2.2	0.758		
	X2.3	0.796		
	X2.4	0.657		
	X2.5	0.830		
	X2.6	0.760		
	X2.7	0.798		
	X2.8	0.848		
	X2.9	0.847		
	X2.10	0.812		
	X2.11	0.836		
	X2.12	0.786		

School Image (X3)	X3.1	0.791	0.196	Valid
	X3.2	0.814		
	X3.3	0.787		
	X3.4	0.816		
	X3.5	0.841		
	X3.6	0.799		
	X3.7	0.810		
	X3.8	0.835		
	X3.9	0.833		
	X3.10	0.678		
	X3.11	0.684		
Parents' Decision (Y)	Y.1	0.770	0.196	Valid
	Y.2	0.728		
	Y.3	0.764		
	Y.4	0.797		
	Y.5	0.750		
	Y.6	0.665		
	Y.7	0.747		
	Y.8	0.649		
	Y.9	0.687		
	Y.10	0.765		
	Y.11	0.760		
	Y.12	0.826		
	Y.13	0.749		
	Y.14	0.793		
	Y.15	0.716		
	Y.16	0.607		
	Y.17	0.785		

Source: Processed Data, 2026

Based on the validity test results presented in Table 1, it can be seen that all indicators for the variables Education Cost (X1), Location (X2), School Image (X3), and Parents' Decision (Y) have r-count values greater than the r-table value of 0.196. These results indicate that each statement item is able to measure the intended constructs accurately. Thus, all research instruments are declared valid and feasible to be used as data collection tools in this study.

b. Reliability Test

The reliability test in this study was used to assess the stability and consistency level of each statement item in the questionnaire as a research measurement tool. Reliability testing was conducted using the Cronbach's Alpha approach. A statement item is declared reliable if the resulting Cronbach's Alpha value reaches or exceeds the minimum threshold of 0.60. The reliability test results are presented in Table 2.

Table 2.
Reliability Test Results

Variable	Cronbach's Alpha	Description

Education Cost (X1)	0,913	Reliable
Location (X2)	0,945	
School Image (X3)	0,935	
Parents' Decision (Y)	0,946	

Source: Processed Data, 2026

Based on the reliability test results shown in Table 2, all research variables—Education Cost (X1), Location (X2), School Image (X3), and Parents' Decision (Y)—show Cronbach's Alpha values above the minimum required threshold of 0.60. Thus, it can be concluded that each statement item for each variable has a good level of reliability and is feasible to be used as a data collection instrument in this study.

Classical Assumption Test

a. Normality Test

The normality test in this study was conducted to determine whether the data used in the analysis meet the assumption of a normal distribution. For this purpose, data normality testing was conducted using the Kolmogorov–Smirnov method as a statistical analysis technique, with the normality test results presented in Table 3.

Table 3.
Normality Test Results

Test	Value
N (Sample)	100
Test Statistic	.084
Asymp.Sig.(2-tailed)	.075[c]

Source: Processed Data, 2026

Based on the normality test results presented in Table 3, it is known that the Asymp. Sig. (2-tailed) value obtained is 0.075. This value exceeds the predetermined significance level threshold of 0.05, so it can be stated that the data in this study are normally distributed.

b. Linearity Test

The linearity test in this study aims to assess whether the relationship between the independent variables and the dependent variable is linear. For this purpose, the linearity test was conducted using the Test for Linearity method as the statistical analysis technique. A relationship between variables is said to be linear if the Deviation from Linearity significance value is above 0.05. The test uses the Test for Linearity method through SPSS, with the results shown in Table 4.

Table 4.
Linearity Test Results

Variable	Deviation from Linearity
Parents' Decision * Education Cost	0.305
Parents' Decision * Location	0.238
Parents' Decision * School Image	0.208

Source: Processed Data, 2026

Based on Table 4, it is known that the Deviation from Linearity significance values obtained for all variables exceed 0.05. Thus, it can be concluded that the regression model used indicates relationships that meet the linearity criteria.

c. Multicollinearity Test

The multicollinearity test in this study was conducted to identify whether there is a very strong relationship among the independent variables in the regression model. High correlations among independent variables can potentially cause inaccuracy in estimating regression coefficients and can reduce the reliability and quality of the resulting regression model. A model is declared free from multicollinearity if the tolerance value exceeds 0.10 and the Variance Inflation Factor (VIF) value is less than 10. The multicollinearity test results are presented in Table 5.

Table 5.
Multicollinearity Test Results

Variable	Tolerance	VIF
Education Cost (X1)	.341	2.932
Location (X2)	.590	1.696
School Image (X3)	.482	2.076

Source: Processed Data, 2026

Based on Table 5, the test results show that all independent variables have tolerance values greater than 0.10 and VIF values below 10. These findings confirm that the regression model used does not indicate multicollinearity problems. Therefore, it can be concluded that each independent variable in this study meets the criteria to be analyzed using multiple linear regression because it does not show excessive linear relationships among variables.

Hypothesis Test

a. Multiple Linear Regression Analysis

Multiple linear regression analysis in this study was applied to examine the magnitude of the influence produced by two or more independent variables on the dependent variable, both simultaneously and partially. In addition, this analysis was used to form a model that can describe as well as predict the relationships among the variables studied. The multiple linear regression test results are presented in Table 6.

Table 6.
Multiple Linear Regression Analysis Results

Variable	Coefficients	T Statistic	Significance Value
(Constant)	1.183	4.187	.000
Education Cost	.281	2.582	.011
Location	.163	2.601	.011
School Image	.305	4.367	.000
Dependent Variable: Parents' Decision			

Source: Processed Data, 2026

Based on Table 6, the multiple linear regression equation is as follows:

$$\mathbf{Y = 1.183 + 0.281\ X_1 + 0.163\ X_2 + 0.305\ X_3}$$

From the multiple linear regression equation, it can be explained as follows:

1. The constant (a) of 1.183 means that when Education Cost (X1), Location (X2), and School Image (X3) are zero, Parents' Decision (Y) remains 1.183 units.
2. The regression coefficient value (b1) for the Education Cost variable (X1) is 0.281 and is positive, indicating that every one-unit increase in Education Cost will be followed by an increase in Parents' Decision of 0.281.
3. The regression coefficient value (b2) for the Location variable (X2) is 0.163 and is positive, indicating that every one-unit increase in Location will be followed by an increase in Parents' Decision of 0.163.

4. The regression coefficient value (b3) for the School Image variable (X3) is 0.305 and is positive, indicating that every one-unit increase in School Image will be followed by an increase in Parents' Decision of 0.305.

b. Correlation Coefficient and Determination Coefficient (R^2)

The correlation coefficient in this study was used to assess the strength of the relationship between two or more variables and to determine the direction of the relationship. The correlation test was conducted using the Product Moment method as the statistical technique. The correlation coefficient calculation results are presented in Table 7.

Table 7.
Correlation Coefficient and Determination Coefficient (R^2) Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777[a]	.604	.592	.24971
Predictors: (Constant), School Image, Location, Education Cost				
Dependent Variable: Parents' Decision				

Source: Processed Data, 2026

Based on Table 7, the R (correlation) value obtained is 0.777. This value indicates that the relationship between the variables Education Cost, Location, and School Image with Parents' Decision falls into the strong category, because it is within the coefficient interval of 0.60–0.799.

Meanwhile, the R-Square value obtained is 0.604. This value shows that the variables Education Cost, Location, and School Image are able to explain 60.4% of their influence on Parents' Decision. Meanwhile, the remaining 39.6% is influenced by other factors outside the variables examined in this study.

c. Simultaneous Test (F Test)

The simultaneous test (F test) was conducted to analyze whether all independent variables jointly have a significant effect on the dependent variable in the study. Based on the results of the simultaneous hypothesis test (F test) using SPSS, the F test results are presented in Table 8.

Table 8.
Simultaneous Test Results (F Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.127	3	3.042	48.787	.000[b]
	Residual	5.986	96	.062		
	Total	15.113	99			
a. Dependent Variable: Parents' Decision						
b. Predictors: (Constant), School Image, Location, Education Cost						

Source: Processed Data, 2026

Based on the results of the simultaneous test (F test) shown in Table 8, the calculated F value obtained is 48.787, which is greater than the F table value of 2.70. In addition, the resulting significance value is 0.000, which is below the significance threshold of 0.05. Based on these results, it can be concluded that the variables Education Cost, Location, and School Image simultaneously have a significant effect on Parents' Decision.

d. Partial Test (t Test)

The partial test (t test) was used to analyze the influence of each independent variable separately on the dependent variable based on the hypotheses formulated in the study. Based on the results of the partial hypothesis test (t test) using SPSS, the partial test results are presented in Table 9.

Table 9.
Partial Test Results (t Test)

Variable	Coefficients	T Statistic	Significance Value
(Constant)	1.183	4.187	.000
Education Cost	.281	2.582	.011
Location	.163	2.601	.011
School Image	.305	4.367	.000
Dependent Variable: Parents' Decision			

Source: Processed Data, 2026

Based on Table 9, the results of the partial effect test (t test) produce significance values that will be interpreted as follows:

1. The Education Cost variable (X1) shows a calculated t value of 2.582, which is greater than the t table value of 1.660, with a significance level of 0.011, which is smaller than 0.05. This result indicates that H_0 is rejected and H_a is accepted, so it can be concluded that partially Education Cost has a positive and significant effect on Parents' Decision.
2. The Location variable (X2) shows a calculated t value of 2.601, which is greater than the t table value of 1.660, with a significance level of 0.011, which is smaller than 0.05. This result indicates that H_0 is rejected and H_a is accepted, so it can be concluded that partially Location has a positive and significant effect on Parents' Decision.
3. The School Image variable (X3) shows a calculated t value of 4.367, which is greater than the t table value of 1.660, with a significance level of 0.000, which is smaller than 0.05. This result indicates that H_0 is rejected and H_a is accepted, so it can be concluded that partially School Image has a positive and significant effect on Parents' Decision.

DISCUSSION

The Influence of Education Cost, Location, and School Image on Parents' Decision

The results of simultaneous testing show that education cost, location, and school image jointly have a significant effect on parents' decisions in choosing educational services at SDIT Al Madinah Pontianak. This finding indicates that parents' decisions are the result of comprehensive consideration of various interrelated factors, not merely based on a single aspect. Education cost, location, and school image function as a unified set of considerations that shape parents' perceptions of the value and quality of the educational services offered. When these three factors are perceived as consistent with parents' expectations and needs, the tendency to choose the school becomes higher. Thus, the results of this study confirm that the combination of cost affordability, ease of access to the location, and a positive school image plays an important role in influencing parents' decisions in determining educational service choices for their children. The results of this study are consistent with the research conducted by Karamang et al (2024) and Harahap et al (2025), which show that education cost, location, and school image jointly influence parents' decisions.

The Influence of Education Cost on Parents' Decision

Next, partially, the partial test results show that education cost has a significant effect on parents' decisions in choosing educational services at SDIT Al Madinah Pontianak. This

finding indicates that education cost becomes one of the main considerations for parents in determining school choices for their children. Parents tend to assess the appropriateness between the amount of cost that must be paid and the benefits and quality of educational services obtained. Education cost is not solely perceived as a financial burden, but also as a reflection of the value and quality of education offered by the school. When education costs are perceived as reasonable, transparent, and proportional to the facilities and learning quality provided, parents' trust in the school will increase, thus encouraging the decision to choose the educational services. The results of this study are consistent with the research conducted by Tjay et al (2025) and Fedriani et al (2025), which show that education cost partially affects parents' decisions.

The Influence of Location on Parents' Decision

The partial test results show that location has a significant effect on parents' decisions in choosing educational services at SDIT Al Madinah Pontianak. This finding shows that the location aspect becomes an important consideration for parents because it is directly related to ease of access, travel time efficiency, and children's safety in daily educational activities. Parents tend to choose schools that are strategically located, easily reached from home or workplace, and supported by a safe and conducive environment for learning. A good school location also provides a sense of comfort and certainty for parents in supervising their children's activities. Thus, the more strategic and accessible the school location, the greater the tendency for parents to choose the educational services. The results of this study are consistent with the research conducted by Susanti et al (2024) and Haryono et al (2025), which show that location partially affects parents' decisions.

The Influence of School Image on Parents' Decision

The last partial test results show that school image has a significant effect on parents' decisions in choosing educational services at SDIT Al Madinah Pontianak. This finding indicates that parents' perceptions of the school's reputation, quality, and values become important factors in the decision-making process. A positive school image reflects public trust in the quality of learning, discipline, and character development provided to students. Parents tend to choose schools with a good reputation because they are considered capable of providing assurance of educational quality and a conducive learning environment for children's development. Thus, the better the school image formed in society, the greater the tendency for parents to entrust their children's education to the school. The results of this study are consistent with the research conducted by Putra et al (2023) and Arofah & Suwandi (2024), which show that school image partially affects parents' decisions.

CONCLUSION

This study shows that education cost, location, and school image simultaneously have a significant effect on parents' decisions to choose educational services at SDIT Al Madinah Pontianak. The model has a strong relationship strength ($R = 0.777$) and is able to explain 60.4% of the variation in parents' decisions ($R^2 = 0.604$), thus confirming that school choice decisions are formed through multi-aspect considerations, not a single factor. Partially, all three variables also have a positive and significant effect. The magnitude of the regression coefficients indicates that school image is the most dominant determinant ($\beta = 0.305$), followed by education cost ($\beta = 0.281$) and location ($\beta = 0.163$). These findings confirm that in the context of an integrated Islamic elementary school, perceptions of reputation, values, and institutional identity tend to be more decisive than ease of access alone, while cost

remains important when it is perceived as proportional to the service benefits received. The contribution of this study strengthens empirical evidence regarding the integration of cost, location, and school image as key explanations of parents' decisions in choosing educational services in the context of SDIT in Pontianak. The practical implication is that schools need to prioritize strengthening their image through consistent service quality and flagship programs, accompanied by transparent and measurable cost management, as well as access improvements that support parents' convenience. Future research is suggested to include other variables outside the model (39.6%), such as service quality, facilities, curriculum, word of mouth, religiosity, or trust, and to broaden the object so that the generalization of findings becomes stronger.

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