

Research Horizon

ISSN: 2808-0696 (p), 2807-9531 (e)

Research Horizon

Volume: 05

Issue: 04

Year: 2025

Page: 1389–1400

Citation:

Yunianto, F. (2025). The quality of educators' communication on the satisfaction of students' guardians and its impact on word of mouth. *Research Horizon*, 5(4), 1389–1400.

Article History:

Received: June 10, 2025

Revised: July 18, 2025

Accepted: July 27, 2025

Online since: August 30, 2025

The Quality of Educators' Communication on the Satisfaction of Students' Guardians and its Impact on Word of Mouth

Faiq Yunianto^{1*}

¹ Sekolah Tinggi Agama Islam Syubbanul Wathon, Magelang, Indonesia

* Corresponding author: Faiq Yunianto (yunianto@staia-sw.or.id)

Abstract

The critical role of interpersonal communication in fostering trust and loyalty among students' guardians is especially significant in the context of educational marketing. This study aims to analyze the influence of the quality of educator communication on the Word of Mouth (WoM) of students' guardians, with guardian satisfaction as a mediating variable. This study uses a quantitative approach with the Partial Least Squares Structural Equation Modeling (PLS-SEM). The sample consisted of 56 guardians of students at Mambaul Hisan Elementary School, who were selected through simple random sampling. The results showed that the quality of communication had a significant effect on the satisfaction of students' guardians and on WoM directly. In addition, guardian satisfaction also had a significant effect on WoM, and significantly mediated the relationship between communication quality and WoM. The R^2 value of 0.622 for satisfaction and 0.815 for WoM indicates that the model has high predictive power. This study concludes that good communication quality contributes to creating satisfaction and encouraging voluntary promotion by students' guardians. The practical implications of these findings encourage primary schools to build transparent, consistent, and responsive communication strategies as part of efforts to strengthen the institution's image

Keywords

Communication Quality, Education Communication, Guardian Satisfaction, Word of Mouth.

1. Introduction

The role of a guardian of students is crucial in the process of recruiting new students at school, especially through the power of Word of Mouth (WoM). Their willingness to give positive recommendations to schools is highly dependent on the quality of communication from educators. Effective communication is not only about conveying information, but also about building the trust and satisfaction of students' guardians in educational institutions. Research shows that satisfaction has a mediating role between the quality of communication and WoM (Hummel et al., 2023). A real case occurred at Mambaul Hisan Elementary School, where a number of students' parents complained about disinformation. One example is the sudden change to the schedule of the early Ramadan holidays that had previously been officially announced. This inconsistency causes disappointment because the student's guardian has to change the family plan that has been prepared beforehand. These findings are in line with research Aleksi et al. (2024) stating that inconsistent communication can lower guardian satisfaction, which in turn affects their intention to deliver positive promotions to the school (Stribbell & Duangekanong, 2022). It also emphasized that satisfied student guardians are more likely to recommend their child's school to others. The results of observations at Mambaul Hisan Elementary School even showed that one of the guardians was considering transferring his child to another school. Therefore, it is important for educational institutions to maintain consistent and transparent communication quality in order to build trust, increase satisfaction, and strengthen the attractiveness of schools through WoM.

Related research WoM In the context of new student admissions, a lot has been done, but it still shows a tendency to certain limited focuses. Most previous research has not thoroughly examined the communication factors between institutions and guardians of students, especially in the context of basic education. At least there are four The main focus that dominated previous research. First Most studies highlight the quality of educational services and institutional image and their influence on student satisfaction and loyalty (Masserini et al., 2019). Second research that addresses the factors that influence WoM, for example a study by Le et al. (2020) which examines the relationship between services and WoM, and examines how Electronic word-of-mouth (e-WoM) on social media influences prospective students during the university selection process (Le et al., 2019). Second, the results of several studies show inconsistencies, for example research that did not find a significant relationship between satisfaction and WoM (Anastasiu & Dospinescu, 2019; Stribbell & Duangekanong, 2022; Khotimah et al., 2024). Fourth, most of the research WoM still focusing on higher education institutions and high school, not at the elementary school level (Greaves et al., 2023; Rosadi et al., 2025; Safutra et al., 2025). Thus, there are still essential research gaps to be filled, namely examining the role of communication between educators and guardians of students in influencing WoM at the elementary school level.

This study addresses gaps in the literature on WoM in basic education. Previous research has rarely explored how the quality of educator communication affects student guardian satisfaction, with most studies focusing on secondary or higher education. Also, the mediating role of satisfaction between communication quality and WoM has been overlooked. This research introduces several novelties: it focuses on elementary schools, examines communication quality as a key driver of guardian satisfaction, and uses a quantitative approach for empirical validation. The findings contribute theoretically and practically to improving communication strategies in primary schools to enhance satisfaction and encourage positive WoM.

Based on this background, the main purpose of this study is to analyze the influence of communication quality on WoM, with the satisfaction of students' guardians as an intervening variable. This research can make a practical contribution

to elementary schools in increasing the effectiveness of communication as a relational marketing strategy. Theoretically, this research contributes to the development of educational service marketing models by placing communication as a central element in creating satisfaction and loyalty of educational customers.

2. Literature Review and Hypothesis Development

2.1. Theoretical Foundations

The study is grounded in interpersonal communication and service satisfaction theories, which provide a robust framework for understanding the dynamics of communication quality, guardian satisfaction, and word of mouth (WoM) in the context of primary education. The Two-Step Flow Theory by *Katz (1957)* posits that information flows from the media to opinion leaders and then to the wider public through personal interactions, emphasizing the role of trusted interpersonal communication in shaping perceptions. In this study, guardians act as opinion leaders, sharing their experiences with schools, which influences WoM. This theory is relevant as it highlights how guardians' interactions with educators can amplify or diminish positive recommendations about the school. Similarly, the Diffusion of Innovation Theory by *Brown and Reingen (1987)* explains how positive experiences, such as effective communication, are shared within social networks, driving WoM in educational settings. These theories underscore the importance of clear, consistent, and trustworthy communication in fostering guardian satisfaction, which subsequently encourages voluntary promotion.

Additionally, the concept of source credibility by *López and Sicilia (2014)* suggests that guardians perceive communications from educators as credible when they are transparent and responsive, enhancing trust and satisfaction. In the context of primary education, where parents rely heavily on interpersonal exchanges due to the intangible nature of educational services, these theories provide a foundation for understanding how communication quality influences guardians' perceptions and behaviors. This theoretical framework supports the examination of how communication quality shapes guardian satisfaction and WoM.

2.2. Communication Quality, Guardian Satisfaction, and WoM

Communication quality, defined as the clarity, consistency, and timeliness of information shared by educators, is a critical determinant of guardian satisfaction in educational institutions. High-quality communication fosters trust, reduces misunderstandings, and enhances guardians' perceptions of the school's professionalism, as supported by *Aleksić et al. (2024)*, who found that effective communication strengthens school-community relationships. When schools maintain open and responsive communication, guardians feel valued and engaged, increasing their satisfaction and loyalty (*Mohr & Nevin, 1990; Desmarchelier et al., 2024*).

Guardian satisfaction, an emotional response to the alignment of expectations and experiences, significantly influences WoM. Satisfied guardians are more likely to recommend the school voluntarily, as they develop an emotional bond with the institution (*Ballart et al., 2024; Stribbell & Duangekanong, 2022*). Furthermore, communication quality directly impacts WoM by shaping guardians' perceptions of the school's reliability, as noted by *Harrison-Walker (2001)*. However, the indirect effect through satisfaction is often stronger, as guardians who are satisfied due to effective communication are more motivated to share positive experiences (*Hummel et al., 2023*). In the context of primary education, where parents rely on peer recommendations, this interplay is crucial. For instance, *Kurniasih and Mukarromah (2022)* found that effective teacher-parent communication boosts parental support and positive perceptions, further driving WoM. Based on these relationships, the following hypotheses are proposed:

- H1: Communication quality has a positive effect on student guardian satisfaction.
- H2: Student guardian satisfaction has a positive effect on WoM.
- H3: Communication quality has a positive effect on WoM.
- H4: Communication quality has a positive effect on WoM through student guardian satisfaction.

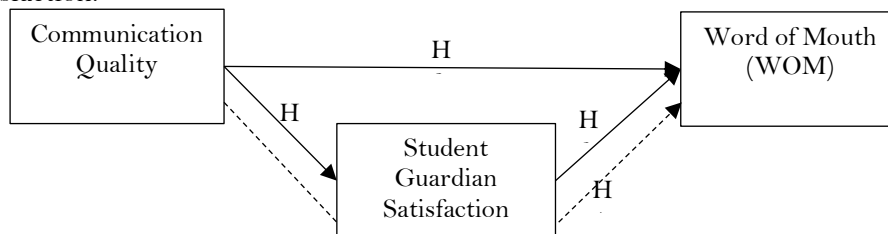


Figure 1. Research Framework

Figure 1 shows the research framework. The research framework in this study is built to examine the relationship between communication quality, student guardian satisfaction, and WoM in the context of basic education services. Referring to interpersonal communication and service satisfaction theories, the first hypothesis (H1) posits that the quality of communication defined as clarity, consistency, and timeliness of information delivered by the school positively influences the satisfaction of student guardians. This satisfaction, in turn, is expected to encourage voluntary promotion behaviors, as proposed in the second hypothesis (H2), which states that satisfied guardians are more likely to engage in positive WoM. Additionally, communication quality directly affects WoM (H3), as clear and responsive interactions can prompt guardians to share positive experiences. The framework further proposes that guardian satisfaction mediates the relationship between communication quality and WoM (H4), suggesting that satisfaction amplifies the impact of communication on guardians' willingness to recommend the school. This framework emphasizes the strategic role of communication in building strong relationships with guardians, which ultimately contributes to the school's image and community trust through WoM.

3. Methods

This study employs a quantitative research method using a survey design to objectively and measurably examine the relationships between variables within the theoretical framework of the Stimulus-Organism-Response (SOR) model. In this framework, communication quality serves as the stimulus, student guardian satisfaction acts as the organism, and WoM represents the response. The population of the study consists of all 120 student guardians at Mambaul Hisan Elementary School. Using the Slovin formula with a 10% margin of error, a sample of 56 respondents was selected through simple random sampling to ensure representativeness. Data collection was conducted using a structured, closed-ended questionnaire based on a five-point Likert scale. The questionnaire was developed by adapting measurement indicators from validated prior studies: communication quality was assessed using four items from Pratama (2017), guardian satisfaction with five items from Raharjo (2022), and WoM with three items from Kucukemiroglu and Kara (2015). All instruments underwent validity and reliability testing before analysis.

The data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach via the SmartPLS 4.0 software. The analysis process consisted of two main stages. The first was the evaluation of the measurement model (outer model), which involved tests of construct reliability and validity, including Cronbach's Alpha, rho_A, Composite Reliability (CR), Average Variance Extracted

(AVE), and discriminant validity using the Fornell-Larcker criterion. The second stage focused on evaluating the structural model (inner model), including assessments of the coefficient of determination (R^2), effect size (f^2), path coefficients, and tests for indirect effects to examine the mediating role of satisfaction. This methodological approach is appropriate for the study because PLS-SEM is capable of handling small sample sizes, does not require normal data distribution, and is suitable for complex models involving latent variables. It is particularly well-suited for exploratory research and the development of theoretical models.

4. Results

This study investigates the relationships between communication quality, student guardian satisfaction, and WoM at Mambaul Hisan Elementary School, focusing on how effective communication influences guardians' perceptions and their willingness to recommend the school. The findings, derived from a survey of 56 guardians, provide insights into the direct and indirect effects of communication quality on WoM, with guardian satisfaction as a mediating factor. The results are presented through reliability and validity tests, effect sizes, model predictive power, and path analyses, highlighting the significant role of communication in fostering satisfaction and promoting positive WoM.

Table 1. Construct Reliability and Validity

Variable	Cronbach's Alpha	Rho_A	Composite Reliability	AVE
Guardian Satisfaction	0.884	0.885	0.920	0.743
Communication Quality	0.878	0.923	0.910	0.675
WOM	0.931	0.931	0.951	0.829

Based on Table 1, the result of data processing using the SmartPLS application, the entire construct showed a Cronbach's Alpha value above 0.70, which ranged from 0.878 to 0.931. This indicates that each construct has excellent internal consistency (Hussey et al., 2025). The rho_A values for each construct are also in an adequate range, which is between 0.885 to 0.931, which confirms the reliability of the construct further. Furthermore, the results of the Composite Reliability (CR) test showed a value of more than 0.90 on all constructs, each 0.910 for Communication Quality, 0.920 for Student Guardian Satisfaction, and 0.951 for WOM. This indicates that the research instrument has a very high level of reliability in measuring these variables. Meanwhile, the Average Variance Extracted (AVE) of each construct has also exceeded the minimum threshold of 0.50, which is 0.675 for Communication Quality, 0.743 for Satisfaction, and 0.829 for WOM. The achievement of this AVE value proves that each construct has excellent convergent validity, where the measured construct can explain more than 50% of the variance of the indicator (Rasmidatta, 2023). Thus, all constructs in this study meet the criteria of reliability and convergent validity, which reinforces that the measuring tools used in this study have been empirically tested and feasible to be used in subsequent structural model testing.

The evaluation of the value of f^2 aims to find out how much influence each independent variable has on the bound variable in the structural model. According to Cohen (1988), the value of f^2 is classified as follows that $f^2 = 0.02$ is small effect, $f^2 = 0.15$ is medium effect, and $f^2 = 0.35$ is big effect.

Table 2. F-statistic Result

Variable	Student Guardian Satisfaction	WOM
Student Guardian Satisfaction (Z)		0.927
Communication Quality (X1)	1.647	0.149

Based on Table 2, the following results were obtained: The Quality of Communication (X1) on the Satisfaction of Guardians of Students (Z) showed a value of f^2 of 1,647, which is classified as very large. This shows that the communication quality variable contributes greatly to the formation of guardian satisfaction. The student's guardian's (Z) satisfaction with WoM showed an f^2 value of 0.927, also in the very large category. This means that the level of guardian satisfaction has a significant and strong influence on the intention of the WoM. The Communication Quality (X1) to WoM (Y) shows an f^2 value of 0.149, which is at the lower threshold of a moderate effect. This suggests that direct communication also affects WoM, although its contribution is not as great as the indirect influence through satisfaction. These findings confirm that the greatest effects in this model come from the effect of communication on satisfaction, and then from satisfaction with WoM behavior.

The evaluation of the R^2 value aims to determine the level of the model's ability to explain variations from endogenous variables. The higher the R^2 value, the better the model's predictive capabilities. According to Chin (1998), the value of R^2 is classified as follows that $R^2 \geq 0.67$ shows strong substansial, $0.33 \leq R^2 < 0.67$ is moderate, and $0.19 \leq R^2 < 0.33$ is weak.

Table 3. R Square Result

Variable	R Square	Adjusted R Square
Student Guardian Satisfaction	0.622	0.615
WOM	0.815	0.808

Based on Table 3, the following values are obtained that R^2 Student Guardian Satisfaction (Z) = 0.622, meaning that the Communication Quality variable can explain 62.2% of the variation in satisfaction. It falls into the moderate to strong category. R^2 Word of Mouth (Y) = 0.815, meaning that a combination of the variables communication quality and guardian satisfaction explains 81.5% of the variation in WoM. This value is substantial, which indicates the predictive ability of the model is very high. Thus, the model built in this study shows that Communication Quality and Student Guardian Satisfaction are able to significantly and substantially explain changes in WoM behavior, with excellent predictive accuracy.

The discriminant validity test is used to measure the extent to which the constructs in the research model are completely different from each other. One of the methods used is the Fornell-Larcker Criterion, as presented in the following Table 4.

Table 4. Discriminant Validity Test (Fornell-Larcker Criterion)

Items	Guardian Satisfaction	Communication Quality	WOM
X1.1	0.502	0.781	0.508
X1.2	0.361	0.584	0.334
X1.3	0.779	0.883	0.724
X1.4	0.726	0.901	0.804
X1.5	0.743	0.912	0.773
Y1	0.842	0.771	0.945
Y2	0.791	0.802	0.900
Y3	0.776	0.743	0.905
Y4	0.821	0.663	0.922
Z1	0.876	0.749	0.714

Items	Guardian Satisfaction	Communication Quality	WOM
Z2	0.845	0.675	0.744
Z3	0.866	0.636	0.832
Z4	0.860	0.659	0,767

Based on Table 4, it is seen that the square root value of AVE (indicated by the value of the thick diagonal) for each construct is higher compared to the correlation between other constructs in the same row and column. For example, for the Guardian Satisfaction construct, the diagonal value is 0.743, which is greater than its correlation with Communication Quality (0.781) and WoM (0.508). The same thing happens with other constructs as well. Thus, these results show that each construct has adequate discriminant validity.

Table 5. Path Coefficient Test Results

Variable	Original Sample	Sample Mean	Standard Deviation	T Statistic	P Value
Communication Quality -> Student Guardian Satisfaction	0.789	0.778	0.091	8.659	0.000
Student Guardian Satisfaction -> WOM	0.674	0.662	0.112	6.034	0.000
Communication Quality -> WOM	0.271	0.272	0.101	2.692	0.007
Communication Quality -> Student Guardian Satisfaction -> WOM	0.532	0.516	0.110	4,822	0.000

Based on Table 5, it can be interpreted that communication quality has a significant effect on student guardian satisfaction ($\beta = 0.789$; $T = 8.659$; $p = 0.000$). Meanwhile, the student guardian satisfaction has a significant effect on the wom ($\beta = 0.674$; $T = 6.034$; $p = 0.000$). The quality of Communication also has a direct influence on WOM ($\beta = 0.271$; $T = 2.692$; $p = 0.007$). Thus, because the p-value < 0.05 and the T-statistical value > 1.96 for all pathways, all direct effect hypotheses in this study are declared significant.

This test is used to determine whether there is a mediating influence, i.e. the extent to which the mediator construct mediates the relationship between independent and dependent constructs. Table 5 shows that communication quality has an indirect influence on wom through guardian satisfaction, with a coefficient value of 0.532, T-statistics of 4.822, and a p-value = 0.000. This value shows high significance ($T > 1.96$; $p < 0.05$), so it can be concluded that Trustee Satisfaction significantly mediates the relationship between Communication Quality and WoM.

5. Discussion

Based on the result the measure effect test (f^2) showed that communication quality had a very large effect on guardian satisfaction ($f^2 = 1,647$), which means that the better the communication from the school, the higher the guardian satisfaction. Guardian satisfaction also had a major effect on WoM ($f^2 = 0.927$), suggesting that satisfied guardians were more likely to spread positive experiences. Meanwhile, the quality of direct communication to WoM had a moderate effect ($f^2 = 0.149$), indicating a direct but not as strong an indirect influence through the Guardian Satisfaction.

Path coefficient testing showed that all relationships between constructs were statistically significant. Communication Quality had a strong effect on Guardian Satisfaction ($\beta = 0.789$), Guardian Satisfaction with WoM ($\beta = 0.674$), and

Communication Quality also had a direct effect on WoM ($\beta = 0.271$). Finally, the indirect effect test proved that Guardian Satisfaction significantly mediated the relationship between Communication Quality and WoM (coefficient = 0.532; $p = 0.000$), which means that good communication from the school can encourage the spread of positive WoM more effectively if it is first able to create satisfaction for guardians.

The findings of this study show that the quality of communication between educators and guardians has a significant influence on the satisfaction of guardians, in line with the results of a previous study conducted by Hani and Astuti (2023) which confirmed that the quality of service, especially through good communication, directly impacts the level of parental satisfaction with the school. Communication that is carried out clearly, openly, and promptly is able to build a harmonious relationship and increase the trust of students' parents in educational institutions. In addition, Kurniasih and Mukarromah (2022) stated that effective communication between teachers and parents can also increase parental motivation in supporting children's learning at home. This shows that communication is not only a tool for conveying information, but also an important instrument in forming a positive perception of the overall quality of school services. Azzahra et al. (2024) highlight the strategic importance of integrating digital innovation with sustainable marketing practices through communication to increase WOM in this digital era. Thus, effective communication can be an important foundation in building a professional, responsive, and trustworthy school image in the eyes of students' guardians.

The results of this study show that the quality of communication not only has a direct effect on Word of Mouth (WoM), but also has a stronger indirect influence through the satisfaction of the student's guardian as a mediating variable. This finding is strengthened by the research of Titing and Wonua (2021) which states that a person's satisfaction has a significant influence on the tendency to disseminate information voluntarily through WoM. In addition, the study by Wahyuni and Ekawati (2018) also supports that both service quality and satisfaction simultaneously affect WoM behavior. This means that effective communication between the school and the student's guardian not only creates a positive perception but also increases satisfaction, which encourages the student's guardian to recommend the school to others. In this context, satisfaction acts as a key intermediary that bridges the relationship between the quality of communication and WoM. The fact that indirect influence through satisfaction is stronger than direct influence shows the importance of building satisfaction as a long-term strategy in strengthening school promotion through non-formal channels such as WoM. Therefore, improving the quality of communication needs to be accompanied by systematic efforts to ensure that students' guardians are satisfied with the interaction and services provided by the school. Schools should prioritize enhancing communication quality with guardians to increase their satisfaction, as it significantly drives positive word of mouth. Clear, open, and empathetic communication, supported by responsive services, can strengthen trust and indirectly promote the school more effectively through satisfied guardians' voluntary recommendations.

6. Conclusion

This study shows that the quality of educator communication has a significant role in shaping the satisfaction of students' guardians, which in turn has an impact on positive WoM towards elementary schools. The results of the PLS-SEM analysis revealed that the quality of communication had a direct and significant effect on the satisfaction of the guardian and had an indirect influence on WoM through

satisfaction. Although the quality of communication also had a direct influence on WoM the indirect effect through satisfaction was shown to be stronger.

This study has several limitations that should be acknowledged. The focus on a single educational context and guardian respondents may limit the generalizability of the findings to other regions, school types, or cultural settings. Additionally, the cross-sectional design restricts the ability to determine causal relationships or observe changes over time. The reliance on self-reported data from guardians may also introduce biases such as social desirability or recall errors. Despite these limitations, the findings have important practical implications: schools should enhance communication quality by ensuring clarity, openness, and responsiveness to foster guardian satisfaction, which in turn strongly influences positive word of mouth. This suggests that building long-term satisfaction is a more effective promotional strategy than direct marketing efforts alone. Integrating digital communication tools may further strengthen these effects in the current digital era. Future research could build on this study by employing longitudinal designs to track changes over time, incorporating multiple stakeholders such as students and teachers, and exploring cross-cultural variations in communication's impact. Investigating the role of digital platforms specifically, as well as using mixed methods approaches, would also deepen understanding of how communication quality drives satisfaction and WoM in diverse educational environments.

References

- Aleksić, G., Bebić-Crestany, D., & Kirsch, C. (2024). Factors influencing communication between parents and early childhood educators in multilingual Luxembourg. *International Journal of Educational Research*, 124(1), 102-111.
- Anastasiu, B., & Dospinescu, N. (2019). Electronic word-of-mouth for online retailers: Predictors of volume and valence. *Sustainability*, 11(3), 814-826.
- Azzahra, A. ., Ramadhan, N. D. ., Yoestini, & Dirgantara, I. M. B. . (2025). The Integration of digital transformation and e-wom on consumers in the religious tourism industry. *Economic and Business Horizon*, 4(2), 79-94
- Ballart, X., Hernandez, E., & Esteve, M. (2024). Enhancing satisfaction with public services: The effect of recalling personal experiences. *International Public Management Journal*, 27(2), 284-301.
- Berger, J. (2025). What gets shared, and why? interpersonal communication and word of mouth. *Annual Review of Psychology*, 76(1), 559-581.
- Brown, T. J. (2005). Spreading the Word: Investigating antecedents of consumers' positive word-of-mouth intentions and behaviors in a retailing context. *Journal of the Academy of Marketing Science*, 33(2), 123-138.
- Chatterjee, A. (n.d.). "Quality in a product or service is not what you put into it. It is what the client or customer gets out of it." Www.Fingent.Com. Retrieved April 30, 2025, from <https://www.fingent.com/blog/building-service-excellence-the-stairway-to-happy-customers/>
- Cohen, J. (1988). Set correlation and contingency tables. *Applied Psychological Measurement*, 12(4), 425-434.
- Desmarchelier, R., Bryce, I., & Cantrell, K. (2024). Conflict, communication, and the 'good' parent construct: separated parents' experiences with Australian schools. *Pedagogy, Culture & Society*, 16(1), 1-20.
- Gilani, D. (2024). Student attitudes and preferences towards communications from their university – a meta-analysis of student communications research within UK higher education institutions. *Journal of Higher Education Policy and Management*, 46(3), 274-290.
- Greaves, E., Wilson, D., & Nairn, A. (2023). Marketing and school choice: A Systematic Literature Review. *Review of Educational Research*, 93(6), 825-861.
- Hani, U., & Astuti, F. Y. (2023). Analisis kepuasan wali murid ditinjau dari kualitas pelayanan, keandalan dan daya tanggap guru Paud Hidayatul Mubtadi-Ien Purwokerto. *Journal Economic Insights*, 2(2), 149-156.
- Harrison-Walker, L. J. (2001). The measurement of word-of-mouth communication and an

- investigation of service quality and customer commitment as potential antecedents. *Journal of Service Research*, 4(1), 60–75.
- Hummel, T. G., Cohen, F., & Anders, Y. (2023). Parents' trust in their child's preschool: associations with child and family characteristics and aspects of parent-preschool communication. *Early Education and Development*, 34(5), 1057–1074.
- Hussey, I., Alsalti, T., Bosco, F., Elson, M., & Arslan, R. (2025). An aberrant abundance of cronbach's alpha values at .70. *Advances in Methods and Practices in Psychological Science*, 8(1), 81–92.
- Katz, E. (1957). The Two-Step Flow of Communication: An up-to-date report on an hypothesis. *Public Opinion Quarterly*, 21(1), 61–72.
- Khotimah, K., Prasetyo, H. E., Nurchayati, N., & Mardiyono, A. (2024). The effect of company image and word of mouth on consumer decision-making in private recruitment agencies. *Research Horizon*, 4(5), 203–210.
- Kucukemiroglu, S., & Kara, A. (2015). Online word-of-mouth communication on social networking sites. *International Journal of Commerce and Management*, 25(1), 2–20.
- Kurniasih, D., & Mukarromah, A. (2022). Persepsi kepuasan komunikasi organisasi orang tua murid terhadap pembelajaran tahfidz di SDITNur Al-Barkah Cibarusah Bekasi. *Al-Qaul: Jurnal Dakwah dan Komunikasi*, 1(1), 46–70.
- López, M., & Sicilia, M. (2014). eWOM as source of influence: The impact of participation in ewom and perceived source trustworthiness on decision making. *Journal of Interactive Advertising*, 14(2), 86–97.
- Masserini, L., Bini, M., & Pratesi, M. (2019). Do quality of services and institutional image impact students' satisfaction and loyalty in higher education? *Social Indicators Research*, 146(1–2), 91–115.
- Mittal, V., & Jung, J. (2024). Revitalizing educational institutions through customer focus. *Journal of the Academy of Marketing Science*, 52(5), 1323–1342.
- Mohr, J., & Nevin, J. R. (1990). Communication strategies in marketing channels: a theoretical perspective. *Journal of Marketing*, 54(4), 36–47.
- Packard, G., Moore, S. G., & Berger, J. (2023). Consumer insights from text analysis. *Journal of Consumer Psychology*, 33(4), 615–620.
- Pratama, R. A. (2017). Kualitas komunikasi interpersonal dosen dan motivasi mahasiswa dalam menulis skripsi. *Inter komunika*, 2(2), 114–122.
- Raharjo, P. (2022). The effect of service quality on the satisfaction of parents of students at SD Muhammadiyah Kutoarjo. *Prospect: Journal of Management and Accounting*, 21(1), 41–59.
- Rasmidatta, V. (2023). Comparative analysis of factor-based and composite-based structural equation models: Factors affecting word-of-mouth of tourists in Khung Bangkrachao. *Abac Journal*, 43(4), 443–456.
- Rosadi, I., Kosasih, K., Nurhasanah, N., & Amirudin, A. (2025). The effect of staff service quality and lecturer performance on student satisfaction (Case study on students of the faculty of islamic religion, Universitas Singaperbangsa Karawang). *Jesya (Journal of Sharia Economics and Economics)*, 8(1), 123–135.
- Safutra, H., Dharma, A. S., & Berkatillah, A. (2025). The effect of service quality on student satisfaction at the Amuntai College of Administrative Sciences (Stia), North Hulu Sungai Regency. *Journal of Public Service*, 2(1), 90–99.
- Stribbell, H., & Duangekanong, S. (2022). Satisfaction as a key antecedent for word of mouth and an essential mediator for service quality and brand trust in international education. *Humanities and Social Sciences Communications*, 9(1), 438–456.
- Titing, A. S., & Wonua, A. R. (2020). Pengaruh kepuasan pelanggan dan loyalitas pelanggan terhadap word of mouth (Studi kasus di Cafe Come On Coffe Pomalaa). *Jurnal Administrasi Dan Manajemen*, 10(1), 34–47.
- Wahyuni, N. K. S. Y., & Ekawati, N. W. (2018). *Peran kepuasan pelanggan dalam memediasi kualitas layanan terhadap word of mouth*. Jimbaran: Universitas Udayana (Doctoral dissertation).
- Williams, N. L., Ferdinand, N., & Bustard, J. (2020). From WOM to aWOM – the evolution of unpaid influence: a perspective article. *Tourism Review*, 75(1), 314–318.

Acknowledgment

The author expressed his gratitude to Mambaul Hisan Elemantery School for providing permission and support during the data collection process. Thank you are also expressed to all guardians of students who have been willing to take the time to fill out the questionnaire in this study. The support of all parties is very meaningful in completing this research optimally.

Funding Information

This research did not receive any funding.

Conflict of Interest Statement

The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



Copyright: © 2025 by the authors.

This work is licensed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International License

(<https://creativecommons.org/licenses/by-sa/4.0/>).