

The Role of Value Co-Creation On School Image and Parent Loyalty

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Abstract

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Increasing competition among educational institutions and the growing involvement of parents in educational services have encouraged schools to adopt more collaborative and value-oriented strategies. However, empirical evidence on how parental value co-creation behavior contributes to school image and parental loyalty, particularly in the context of basic education, remains limited. This study investigates the role of parental value co-creation behavior in shaping school image and fostering parental loyalty in elementary education. Drawing on service-dominant logic, an integrated conceptual framework is proposed in which parental value co-creation behavior influences parental loyalty both directly and indirectly through school image. Data were collected from parents of elementary school students in Surabaya, East Java, Indonesia. A total of 370 online questionnaires were distributed, with 170 valid responses analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). The results indicate that both parental participation behavior and parental citizenship behavior have a significant positive effect on school image. Furthermore, school image is found to positively influence parental loyalty and to mediate the relationship between value co-creation behavior and loyalty. These findings suggest that schools that actively encourage and facilitate parental involvement are able to create a supportive and collaborative educational environment, thereby strengthening institutional image and enhancing parental commitment. This study contributes to the limited literature on value co-creation in basic education by empirically demonstrating the mediating role of school image. Practically, the findings highlight the strategic importance of parental involvement as an educational marketing approach to improve school reputation and stimulate positive word-of-mouth. Future studies may involve other stakeholders and explore different regional contexts.

Kata Kunci:

penciptaan nilai bersama, keterlibatan orang tua, citra sekolah, loyalitas orang tua, pendidikan dasar

Abstrak.

Meningkatnya persaingan antar lembaga pendidikan dan meningkatnya keterlibatan orang tua dalam layanan pendidikan telah mendorong sekolah untuk mengadopsi strategi yang lebih kolaboratif dan berorientasi pada nilai. Namun, bukti empiris tentang bagaimana perilaku penciptaan nilai bersama oleh orang tua berkontribusi pada citra sekolah dan loyalitas orang tua, khususnya dalam konteks pendidikan dasar, masih terbatas. Studi ini menyelidiki peran perilaku penciptaan nilai bersama oleh orang tua dalam membentuk citra sekolah dan menumbuhkan loyalitas orang tua di pendidikan dasar. Berdasarkan logika dominan layanan, kerangka kerja konseptual terintegrasi diusulkan di mana perilaku penciptaan nilai bersama oleh orang tua memengaruhi loyalitas orang tua baik secara langsung maupun tidak langsung melalui citra sekolah. Data dikumpulkan dari orang tua siswa sekolah dasar di Surabaya, Jawa Timur, Indonesia. Sebanyak 370 kuesioner daring didistribusikan, dengan 170 tanggapan valid yang dianalisis menggunakan Structural Equation Modeling–Partial Least Squares (SEM-PLS). Hasil menunjukkan bahwa perilaku partisipasi orang tua dan perilaku kewarganegaraan orang tua memiliki pengaruh positif yang signifikan terhadap citra sekolah. Lebih lanjut, citra sekolah ditemukan berpengaruh positif terhadap loyalitas

orang tua dan memediasi hubungan antara perilaku penciptaan nilai bersama dan loyalitas. Temuan ini menunjukkan bahwa sekolah yang secara aktif mendorong dan memfasilitasi keterlibatan orang tua mampu menciptakan lingkungan pendidikan yang suportif dan kolaboratif, sehingga memperkuat citra institusional dan meningkatkan komitmen orang tua. Studi ini berkontribusi pada literatur yang terbatas tentang penciptaan nilai bersama dalam pendidikan dasar dengan secara empiris menunjukkan peran mediasi citra sekolah. Secara praktis, temuan ini menyoroti pentingnya strategis keterlibatan orang tua sebagai pendekatan pemasaran pendidikan untuk meningkatkan reputasi sekolah dan merangsang penyebaran informasi positif dari mulut ke mulut. Studi selanjutnya dapat melibatkan pemangku kepentingan lain dan mengeksplorasi konteks regional yang berbeda..

INTRODUCTION

In recent years, schools have increasingly sought to create memorable educational experiences for their primary stakeholders, particularly parents and students. This effort became more pronounced during the COVID-19 pandemic, when learning shifted abruptly to distance and online formats, especially in high-risk areas (Sahari et al., 2022; Widowati et al., 2020). As a result, parents were compelled to become more directly involved in their children's learning processes, particularly at the primary and secondary levels (Foroudi et al., 2019). However, many parents were unprepared for this sudden responsibility, especially those simultaneously managing work-from-home demands, which led to dissatisfaction with educational services and school performance (Angulo-Ruiz et al., 2022; Fan & Moen, 2024; Munastiwi & Puryono, 2021; Yordanova & Markova, 2023). The large-scale implementation of distance learning covering more than 540,000 educational units in the Java and Bali regions between 2020 and 2023 has underscored the critical importance of effective school–parent collaboration. These conditions highlight the need for schools to adopt more participatory approaches by jointly creating value with parents as a strategy to address dissatisfaction and enhance educational service quality.

The concept of value co-creation has gained increasing attention in marketing and service research, including the education sector (Dollinger et al., 2018; Saha et al., 2021). Rooted in service-dominant logic, value co-creation emphasizes active stakeholder participation in service processes to generate shared benefits (Blaschke et al., 2019; Font et al., 2021). Prior studies demonstrate that value co-creation behavior can enhance satisfaction, service quality, organizational image, and loyalty (Albuquerque & Ferreira, 2021; Cossío-Silva et al., 2016). In education, parental involvement has been shown to positively influence student achievement, parental satisfaction, and positive word-of-mouth. Moreover, schools are increasingly perceived as brands, with school image playing a crucial role in shaping parents' preferences and loyalty (Kango et al., 2021; Mu`minah et al., 2024; Stribbell & Duangekanong, 2022). Nevertheless, most existing studies focus on parental involvement from pedagogical or administrative perspectives, while empirical investigations that conceptualize parents as value co-creators particularly at the elementary education level remain limited. Research that explicitly links parental value co-creation behavior to school image and parental loyalty in an integrated framework is still scarce.

Responding to these gaps, this study aims to examine the impact of parental value co-creation behavior on school image and parental loyalty in the context of elementary education. Specifically, the study investigates two dimensions of value co-creation behavior parent participation behavior and parent citizenship behavior and analyzes their direct and indirect effects on parental loyalty through school image. By empirically testing these relationships, this research seeks to provide a clearer understanding of how collaborative interactions between schools and parents contribute to positive institutional outcomes.

This study argues that parental value co-creation behavior is a strategic mechanism through which schools can strengthen their institutional image and foster long-term parental loyalty. By positioning school image as a mediating variable, this research extends the application of value co-creation theory to basic education services, an area that remains underexplored in the literature. The findings are expected to contribute theoretically by integrating value co-creation, school image, and parental loyalty into a single analytical model, and practically by offering evidence-based insights for school administrators. Encouraging structured parental involvement as co-creators of educational value may not only enhance school reputation but also influence parents' school choice decisions and positive word-of-mouth, thereby supporting sustainable school development in an increasingly competitive educational environment.

Previous research has reported a positive relationship between value co-creation behavior on institutional image and parental loyalty (Kurt & Kalman, 2022; Survilaite et al., 2024). An in-depth study has been developed previously (Yi et al., 2021). When customers participate directly in the creation of a product or service, it is observed to increase their feelings of pride and loyalty. As a consequence of investing their own efforts, consumers view co-created products or services as having better quality, which means consumers feel like co-owners (Iyanna, 2016). Based on this study, we assume that parents who actively engage in value co-creation behavior perceive themselves as co-owners of their child's school which results in improving the school's image. Therefore:

H1: Parent participation behavior has a direct positive influence on school image.

H2: Parental citizenship behavior has a direct positive influence on school image.

H3: The school image has a direct positive influence on parental loyalty.

H-Indirect 1: Parent participation behavior has a direct positive influence on parental loyalty with mediating school image

H-Indirect 2: Parental citizenship behavior has a direct positive influence parental loyalty with mediating school image

Based on the hypothesis, a conceptual model (Figure 1).

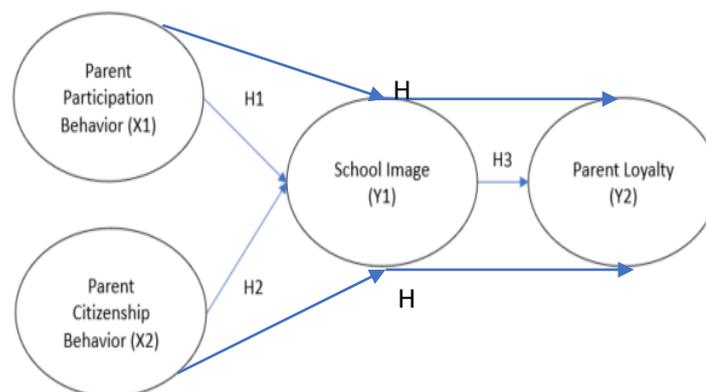


Figure 1 Conceptual Model

METHOD

This study employs a quantitative research design with a cross-sectional survey approach to examine the relationships between parental value co-creation behavior, school image, and parental loyalty (Bloomfield & Fisher, 2019; Kas et al., 2019; Tacq, 2011). The target population consists of parents residing in Surabaya, East Java, Indonesia, who have at least one child enrolled

at the elementary school level. This population was selected because parents of elementary school students have greater opportunities to engage in value co-creation activities with schools compared to parents at higher education levels. The research sample was restricted to parents (father, mother, or legal guardian) who were most actively involved in their child's academic development. This criterion was applied based on the assumption that one parent typically plays a more dominant role in monitoring academic progress, attending parent teacher meetings, and participating in school-related activities. In cases where respondents had more than one child, they were instructed to refer to their eldest child's school when completing the questionnaire. This approach was adopted to increase the likelihood that respondents had prior experience and sustained involvement in school activities, particularly given the shift to online learning during the COVID-19 pandemic.

According to data from the Official Indonesian Statistics Portal, the number of school-aged children in Surabaya exceeded 46,575 in 2023. To determine an appropriate sample size, this study followed the sample size estimation method proposed by (Ahmad & Halim, 2017), which considers population size, confidence level, and margin of error. For populations exceeding 46,575 individuals, a 95% confidence level and a 5% margin of error require a minimum sample size of 370 respondents. Data collection was conducted in early 2024 using a random sampling technique, and participants were recruited through social media platforms by distributing an online questionnaire link (Taherdoost, 2022). Data were collected using a structured questionnaire adapted from previously validated measurement scales and translated into Indonesian (Gangrade, 1982). The translation process was designed to ensure semantic equivalence and cultural relevance, thereby enhancing the validity and reliability of the instrument. A total of 170 valid responses were obtained, yielding a response rate of 45.9%, which is considered acceptable for online survey research in social sciences.

Data were analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS), which is appropriate for examining complex relationships among latent constructs and testing both direct and indirect (mediating) effects. SEM-PLS was selected because this study aims to predict causal relationships between parental value co-creation behavior, school image, and parental loyalty rather than to confirm an established theory (Hair et al., 2017). In addition, SEM-PLS is suitable for exploratory and predictive research models with relatively moderate sample sizes and does not require strict assumptions of multivariate normality (Mohd Dzin & Lay, 2021).

The analysis was conducted using SmartPLS version 4. The evaluation procedure followed a two-step approach, consisting of the assessment of the measurement model (outer model) and the structural model (inner model). The measurement model was evaluated by examining indicator reliability through factor loadings, internal consistency reliability using Cronbach's alpha and composite reliability (CR), and convergent validity using the Average Variance Extracted (AVE). Discriminant validity was assessed using established criteria to ensure construct distinctiveness. The structural model was assessed by analyzing path coefficients, coefficient of determination (R^2), and predictive relevance (Q^2). Hypothesis testing was performed using a bootstrapping procedure with 5,000 resamples to obtain t-statistics and p-values for both direct and indirect effects. The mediating role of school image was examined through indirect effect analysis within the SEM-PLS framework.

RESULTS AND DISCUSSION

Result

Table 1 presents the demographic profile of the respondents, including gender, age, educational background, occupation, and number of children.

Table 1. Sample Demographic Information

Measure	Value	Frequency	Percentage
Gender	Female	105	62
	Male	65	38
Age Parent	24-34	36	21
	35-45	48	28
	46-56	72	42
	55 +	14	7
Education Parent	High School	18	11
	Bachelor's degree	92	54
	Master's degree	36	21
	Other	24	14
Type of Work	Businessman	71	42
	Private employees	37	22
	Government employees	19	11
	Other	43	25
Number of Children	One	100	59
	Two	41	24
	Three and more	29	17

The questionnaire began with socio-demographic questions covering gender, age, educational level, type of occupation, and number of children to provide contextual information about the respondents. The subsequent sections focused on measuring parental value co-creation behavior, school image, and parental loyalty. All construct items were assessed using a five-point Likert scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). The socio-demographic variables were treated as control variables to ensure that the relationships among the main constructs were not influenced by respondents’ background characteristics.

Parental value co-creation behavior was operationalized through two dimensions, namely parent participation behavior and parent citizenship behavior. Parent participation behavior consisted of information seeking, information sharing, responsible behavior, and personal interaction, while parent citizenship behavior included feedback, advocacy, helping, and tolerance. School image was measured using indicators related to teacher administrator characteristics, student profile, school–parent interaction, art and sports activities, physical conditions, and student support services. Parental loyalty was assessed through indicators reflecting repurchase intention, priority choice, recommendation, encouragement, and voluntary support.

The current research test’s reliability and validity using SmartPLS 4. As shown in Table 2, the factor loadings of all constructs are above 0.6 and are statistically. The Average Variance Extracted (AVE) value far exceeds the threshold. limit of 0.5. Thus, the research results show that convergent validity is acceptable. Then, Cronbach's α and composite reliability (CR) were calculated to measure the reliability of the scale. As presented in Table 2, Cronbach's α and CR values are higher than 0.7. In Figure 2, it can be seen that the result was obtained using the SEM_PLS method with the composite variables included in the indicators and validity test. The results of the outer model test carried out showed that several indicators which had construct factor loading values below 0.6 were eliminated, namely: Parent Participation Behavior:

information sharing dan responsible behavior., School Image: student support service., Parent Loyalty: priority dan voluntary.

Table 2. Confirmatory Factor Analysis Result

Constructs	Item	Factor loading	AVE	Cronbach's α	CR
Parent participation behaviour (X1)	PPB 1	0.662	0.577	0.678	0.729
	PPB 4	0.846			
Parent citizenship behaviour (X2)	PCB 1	0.688	0.503	0.671	0.802
	PCB 2	0.711			
	PCB 3	0.705			
	PCB 4	0.733			
School Image (Y1)	SI 1	0.706	0.526	0.774	0.847
	SI 2	0.733			
	SI 3	0.707			
	SI 4	0.688			
	SI 5	0.787			
Parent Loyalty (Y2)	PL 1	0.658	0.672	0.769	0.858
	PL 3	0.895			
	PL4	0.884			

The descriptive statistics of the research variables, including mean values and standard deviations, are presented in Table 3.

Table 3. Mean & Standard Deviations

Constructs	Mean	Standard Deviations
Parent participation behaviour (X1)	4.2027	0.670
Parent citizenship behaviour (X2)	4.0235	0.731
School Image (Y1)	3.9795	0.770
Parent Loyalty (Y2)	3.9802	0.839

Overall, the mean scores indicate that respondents generally hold positive perceptions of all constructs examined in this study. Parent participation behavior shows the highest mean value, suggesting a relatively high level of parental involvement in school-related activities. Parent citizenship behavior also demonstrates a strong mean score, reflecting parents' willingness to engage in supportive and voluntary actions. The mean values for school image and parental loyalty are similarly high, indicating favorable perceptions of the school and a positive tendency toward long-term commitment. In addition, the relatively low standard deviations across all constructs suggest a moderate level of response consistency among respondents.

The results of hypothesis testing obtained from the SEM-PLS structural model are summarized in Table 4.

Table 4. Hypothesis Testing

Hypothesis	Path	T-Statistics	p-Values	Decision
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H1	Parent Citizenship Behaviour (X2) -> School Image (Y1)	8.319	0.000	Supported
H2	Parent Participation Behaviour (X1) -> School Image (Y1)	2.433	0.041	Supported
H3	School Image (Y1) -> Parent Loyalty (Y2)	4.357	0.005	Supported
Indirect 1	Parent Citizenship Behaviour (X2) -> Parent Loyalty (Y2)	3.810	0.000	Supported
Indirect 2	Parent Participation Behaviour (X1) -> Parent Loyalty	2.009	0.045	Supported

Table 4 shows that all proposed hypotheses are empirically supported. Parent citizenship behavior and parent participation behavior have significant positive effects on school image, indicating that both forms of parental value co-creation contribute to the formation of a favorable institutional image. Furthermore, school image is found to have a significant positive influence on parental loyalty, confirming its central role in shaping parents’ long-term commitment to the school. The results of the indirect effect analysis also demonstrate that school image significantly mediates the relationship between parental value co-creation behaviors and parental loyalty, suggesting that parental involvement enhances loyalty primarily through its impact on school image.

The structural relationships among the study variables based on the SEM-PLS analysis are presented in Figure 2.

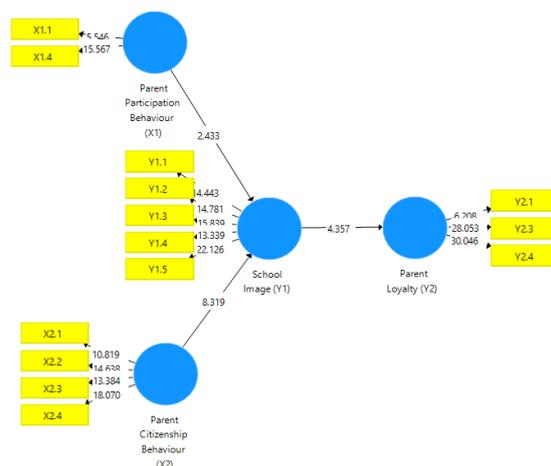


Figure 2. Structural Model Result

The mean and standard deviation of the constructs in the study indicate the distribution of responses among the participants. The average value ranging from 3,979 to 4,202 shows that the average respondent views parent participation behavior and parent citizenship behavior positively towards school image and parent loyalty. The standard deviation is relatively low, ranging

from 0.670. to 0.839 indicating that the responses clustered around the mean for each construct, indicating relatively consistent perceptions among participants regarding the constructs. Overall, these findings show a generally positive view of Customer Value Co Creation Behavior towards School Image and Parent Loyalty in Surabaya City.

Discussion

This study examines the role of parental value co-creation behavior in shaping school image and parental loyalty within the context of elementary education in Surabaya, Indonesia, drawing on the perspective of service-dominant logic which views value as co-created through interaction between service providers and stakeholders. In this framework, parents are positioned not as passive recipients of educational services but as active co-creators who contribute resources, knowledge, and engagement to the educational process (Dasgupta & Prashar, 2020; Könings et al., 2021; Pate et al., 2023). The findings provide empirical evidence that both dimensions of parental value co-creation behavior parent participation behavior and parent citizenship behavior significantly strengthen school image, indicating that functional involvement as well as voluntary, extra-role behaviors jointly shape parents' overall perceptions of the institution. A positive school image then acts as an evaluative mechanism that translates co-creation experiences into trust, satisfaction, and long-term commitment, thereby fostering parental loyalty. These results support the theoretical assumption that co-creation behaviors influence loyalty outcomes indirectly through perceptual constructs such as institutional image, highlighting the strategic importance of parental engagement in educational service management.

Parental Value Co-Creation Behavior and School Image

The results demonstrate that parental value co-creation behavior has a significant positive effect on school image. More specifically, parent citizenship behavior exerts a stronger influence on school image compared to parent participation behavior. This finding suggests that voluntary, proactive, and extra-role behaviors exhibited by parents such as providing constructive feedback, advocating for the school, helping other parents, and demonstrating tolerance toward service shortcomings are particularly influential in shaping how schools are perceived by stakeholders.

This result can be interpreted through the lens of service-dominant logic, which emphasizes that value is co-created through ongoing interactions between service providers and users. In the educational context, parents are not merely passive recipients of educational services but active stakeholders whose behaviors and attitudes contribute to the school's reputation. Citizenship behaviors, which go beyond formal obligations, signal trust, satisfaction, and emotional attachment to the institution. These behaviors are highly visible to other parents and the wider community, thereby amplifying their impact on school image. Meanwhile, parent participation behavior such as seeking and sharing information, engaging in responsible behavior, and maintaining personal interaction with school staff also positively affects school image, albeit to a lesser extent. This suggests that functional involvement in school processes contributes to a perception of professionalism, transparency, and responsiveness. When parents actively participate in school-related activities, they reinforce the perception that the school values collaboration and open communication, which are essential elements of a positive institutional image.

The relatively weaker effect of participation behavior compared to citizenship behavior may indicate that routine involvement is increasingly perceived as an expected norm in contemporary education, particularly in the post-pandemic era. As parents have become more accustomed to

engaging with schools during periods of distance learning, participation alone may no longer be sufficient to differentiate a school's image. Instead, voluntary and discretionary behaviors that reflect deeper emotional engagement appear to be more influential.

School Image as a Driver of Parental Loyalty

The findings also confirm that school image has a significant positive effect on parental loyalty. Parents who perceive a school positively are more likely to remain committed to the institution, prioritize it for their children's education, recommend it to others, and provide ongoing support. This result reinforces the notion that schools, much like service organizations, operate in a competitive environment where image and reputation play a critical role in stakeholder decision-making.

A favorable school image reflects parents' holistic evaluation of the institution, encompassing academic quality, teacher competence, school-parent interaction, extracurricular activities, physical facilities, and student support mechanisms. When these elements are perceived positively, parents develop confidence in the school's ability to deliver long-term educational value. This confidence translates into loyalty, which is not only behavioral (e.g., continued enrollment) but also attitudinal (e.g., advocacy and positive word-of-mouth).

The strength of the relationship between school image and parental loyalty highlights the strategic importance of image management in educational institutions. In contexts such as Indonesia, where private and public schools increasingly compete for students, a strong school image can serve as a key differentiator. The findings suggest that investments in image-building initiatives particularly those that enhance stakeholder engagement can yield substantial returns in the form of sustained parental commitment.

The Mediating Role of School Image

One of the most important findings of this study is the mediating role of school image in the relationship between parental value co-creation behavior and parental loyalty. The indirect effect analysis reveals that both parent participation behavior and parent citizenship behavior influence parental loyalty primarily through their impact on school image. This indicates that parental involvement does not automatically translate into loyalty; rather, its effect is channeled through parents' perceptions of the school as an institution.

This mediating mechanism underscores the symbolic and interpretive function of school image. Parental involvement, whether participatory or citizenship-oriented, sends signals about the quality, values, and responsiveness of the school. These signals are then integrated into parents' overall image of the institution, which subsequently shapes their loyalty-related attitudes and behaviors. In other words, school image acts as a cognitive and affective filter through which co-creation experiences are interpreted.

The stronger indirect effect associated with parent citizenship behavior further reinforces the importance of voluntary engagement. When parents engage in advocacy, helping, and tolerance, they are not only contributing to school operations but also reinforcing a shared narrative of trust and collaboration. This narrative enhances the school's image and strengthens parents' emotional attachment, ultimately fostering loyalty.

This study offers several important theoretical contributions that constitute its novelty. First, it extends the application of value co-creation theory into the context of elementary education in an emerging economy. While prior studies have predominantly examined value co-creation in

commercial services or higher education, this research demonstrates its relevance and explanatory power in basic education, where parents play a crucial but often underexplored role. Second, the study conceptualizes parental value co-creation behavior as a multidimensional construct consisting of participation behavior and citizenship behavior. By empirically testing both dimensions simultaneously, the research provides a more nuanced understanding of how different forms of parental involvement contribute to institutional outcomes. The finding that citizenship behavior has a stronger effect on school image represents a novel insight that challenges the assumption that formal participation is the primary driver of positive perceptions. Third, this study positions school image as a central mediating mechanism linking parental involvement to parental loyalty. While previous research has examined direct relationships between involvement and loyalty-related outcomes, this research demonstrates that school image plays a pivotal intervening role. This mediation model enriches the theoretical understanding of how co-creation processes translate into long-term stakeholder commitment. Fourth, the study contributes context-specific insights by focusing on Surabaya, one of Indonesia's largest urban centers. The findings highlight how parental involvement practices shaped during the pandemic continue to influence perceptions and behaviors in the post-pandemic period. This temporal and contextual dimension adds originality to the research and opens avenues for comparative studies across regions or educational levels.

From a practical perspective, the findings suggest that schools should move beyond encouraging basic parental participation and actively cultivate parent citizenship behavior. Schools can achieve this by creating platforms for feedback, recognizing parental contributions, facilitating peer-to-peer support among parents, and fostering a culture of mutual trust and tolerance. Such initiatives can strengthen school image and, in turn, enhance parental loyalty. Moreover, school administrators should view parental involvement not merely as operational support but as a strategic resource for image-building. By aligning co-creation initiatives with institutional values and communication strategies, schools can leverage parental engagement as a powerful marketing and relationship-building tool.

CONCLUSION

Overall, this study provides robust empirical evidence that parental value co-creation behavior plays a crucial role in shaping school image and fostering parental loyalty. By highlighting the mediating role of school image and emphasizing the importance of parent citizenship behavior, the research advances both theory and practice in educational management. The findings underscore the strategic value of engaging parents as co-creators of educational services and institutional reputation, offering a compelling framework for schools seeking to build sustainable relationships with their stakeholders.

This study advances value co-creation theory by applying it to the context of elementary education in an emerging economy and positioning parents as key co-creators of educational value. By distinguishing parental value co-creation behavior into participation and citizenship dimensions, this research provides a more nuanced explanation of how parental involvement shapes school image and parental loyalty. The finding that parent citizenship behavior has a stronger influence on school image highlights the critical role of voluntary and extra-role behaviors beyond formal participation. Furthermore, this study identifies school image as a central mediating mechanism linking parental value co-creation behavior to parental loyalty, thereby enriching theoretical understanding of stakeholder commitment in educational services. Practically, the

findings suggest that schools should strategically cultivate parent citizenship behavior as part of image-building efforts to strengthen parental loyalty in an increasingly competitive educational environment.

Despite its contributions, this study has several limitations. First, the cross-sectional design limits the ability to draw causal conclusions. Future research could employ longitudinal designs to examine how parental value co-creation behavior and school image evolve over time. Second, the sample is limited to parents in Surabaya, which may constrain generalizability. Comparative studies across different cities or rural contexts would enrich understanding. Future research could also extend the model by incorporating additional stakeholders, such as teachers and students, to capture a more holistic view of value co-creation in education. Furthermore, qualitative approaches could provide deeper insights into the lived experiences and motivations underlying parental citizenship behavior.

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