The Influence of Transparency and Accountability on Parental Trust and Its Impact on Parental Loyalty of Students of Shidqia Islamic School Jatisari Middle School, Jatiasih , Bekasi City

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Article Info	Abstract
Transparency, Accountability, Parental Trust, Parental Loyalty	Education is an important element in developing quality human resources. In the formal education system, schools not only function as a place of learning but also as an institution that builds collaboration between students, teachers, and parents. The success of an educational institution is not only determined by the academic achievements of students, but also by the harmonious relationship between the institution and its stakeholders, especially parents. Parents' trust and loyalty to educational institutions are important keys in creating productive relationships and supporting the sustainability and development of schools. This study aims to analyze the effect of openness and accountability on parental trust and its impact on parental loyalty. This study was conducted at SMP Shidqia Islamic School, located at Jl. Suryadharma No. 1A, Aerospace Earth Permai Housing, Jatisari , Jatiasih , Bekasi City. The approach used in this study was quantitative, with a data collection method through distributing questionnaires to 87 parents using a simple random sampling technique. The data obtained were analyzed using descriptive statistical techniques to provide an overview of the research variables, as well as the Structural Equation Modeling (SEM) method with the Partial Least Squares (PLS) approach. Data analysis was conducted using SmartPLS software with three main stages, namely evaluation of the measurement model (outer model), evaluation of the structural model (inner model), and hypothesis testing to identify direct and indirect influences, including the role of mediating variables. The results of this study indicate that openness and accountability each have a positive and significant effect on the trust and loyalty of parents of students. In addition, parental trust also has a positive and significant effect on the loyalty of parents of students. However, the variable of parental trust does not act as a mediator in the relationship between openness and accountability on the loyalty of parents of students at SMP Shidqia Islamic School. Overall, the independent variables in this study are able to explain the dependent variable by 68.2%.

1. Introduction

Education is a fundamental pillar in developing high-quality human resources. Educational institutions serve as a platform for continuous learning, aiming to shape individual behavior positively through interactions with the environment (Irsalulloh & Maunah, 2023). These institutions play a vital role in forming a generation that is knowledgeable, moral, and skilled—one that is ready to face increasingly complex global challenges.

In formal education systems, schools are not only places of learning but also function as collaborative entities involving students, teachers, and parents. The success of an educational institution is not solely determined by students' academic achievements but also by the quality of relationships established with its stakeholders, particularly parents.

Shidqia Islamic School, located at Jl. Suryadharma No. 1A, Bumi Dirgantara Permai, Jatisari, Jatiasih, Bekasi, operates under the Shidqia Metra Foundation. The name "Shidqia" derives from the Arabic word *shidiq*, meaning honesty—reflecting the school's vision to foster a generation of honest and virtuous future leaders, aligned with the hopes and ideals of parents and the nation (Shidqia Islamic School Website, accessed January 6, 2025).

With a vision to become an educational institution that produces graduates who are intellectually capable, morally upright, and skilled

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in both faith (*Imtaq*) and science (*Iptek*), the school is committed to integrating Islamic values with modern knowledge and technology. It emphasizes not only academic excellence but also character development, mastery of the Qur'an, and the inculcation of life skills necessary for everyday challenges.

To achieve these goals, parental involvement is critical. It encompasses various activities that support the student learning process both at school and at home, such as collaboration with teachers and community members (Zulparis et al., 2021). Parents are primary partners in educational development, and their loyalty to the institution is key in fostering a productive relationship that supports school sustainability and growth.

According to the *Kamus Besar Bahasa Indonesia* (KBBI), loyalty refers to obedience or fidelity. In a consumer behavior context, Griffin (in Priyanti & Sumitro, 2020) defines loyalty as the behavior of decision-makers to repeatedly choose a product or service. In education, the decision-makers are the parents, and the service is the education provided. Parental loyalty is not built instantly but results from positive experiences with school services, including communication, transparency, and engagement (Zalzalah et al., 2023).

Loyalty is crucial for educational institutions because it influences parents' willingness to continuously entrust their children's education to the same school (Winata & Sihombing, 2014).

Table 1.1

Student Enrollment and Graduation at Shidqia Islamic School Junior High (2020–2024)

Academic Year	Enrolled Students	Graduated Students
2020–2021	186	108
2021–2022	165	138
2022–2023	116	112
2023–2024	189	119

The data in Table 1.1 indicates fluctuations in enrollment, which may reflect parental loyalty in choosing Shidqia Islamic School. Parental loyalty refers to the continued commitment of parents to keep their children enrolled despite situational factors or offers from other institutions (Skallerud, 2011).

Sherly (2018) found that parental loyalty is significantly influenced by several factors, both partially and simultaneously. According to Pamungkas (2021), loyalty is not solely a result of academic performance but also influenced by key aspects such as transparency, accountability, and participation.

Transparency refers to the institution's ability to convey information clearly and accessibly to parents, including policies, programs, and financial reporting. Accountability involves the school's responsibility in reporting its performance to stakeholders. Participation refers to the extent of parent involvement in decision-making or educational activities (Solihat et al., 2019).

Other influential factors include service quality and the overall quality of education (Sholihul, 2016). Quality educational service has become a necessity in the era of globalization. According to Sallis (2010), excellent organizations are those that focus on customer satisfaction and align their services with stakeholder needs. Parents, as secondary customers, have diverse criteria in selecting a school for their children, such as curriculum, infrastructure, faculty, fees, leadership, achievements, and environment. One crucial factor is their satisfaction with the school's services, which strongly contributes to parental loyalty.

Research by Trismanto and Adiwijaya (2012) found a significant relationship between governance and parental loyalty. Conversely, Pramono and Sarma (2017) argued that service

quality does not directly influence parental loyalty.

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Table 1.2
Research Gap
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Researcher	Study Focus	Research Result
Trismanto (2012)	Governance on parental loyalty	Governance has significant influence on parental loyalty
Pramono & Sarma (2017)	Governance on parental loyalty	Service quality does not significantly influence loyalty

Table 1.2 shows inconsistency in previous findings, indicating the need for further study. This research seeks to fill the gap by examining governance components—specifically transparency and accountability—and introducing trust as a mediating variable.

Transparency plays a vital role in fostering parental loyalty. When schools openly share information on policies, student progress, and programs, parents develop greater trust (Muhamad, Addury, & Sunardi, 2023). Openness helps reduce uncertainty and speculation, fostering confidence in the institution (Nabila, 2022). Trust is crucial in forming long-term loyalty, as it mitigates risk and increases commitment (Supertini & Telagawathi, 2020).

Accountability similarly enhances loyalty through trust. Institutions that report clearly and accept responsibility encourage stakeholder confidence and long-term commitment (Jumriani, 2021). In education, this means being transparent in managing educational resources and decisions. Trust mediates the relationship between accountability and loyalty, strengthening the bond between parents and institutions.

Preliminary informal surveys at Shidqia Islamic School indicate that although many parents support the school's mission, some feel excluded from key decision-making processes and insufficiently informed about school finances. This lack of engagement may diminish trust in the institution (Lisnawati, 2023). Thus, providing transparent information and demonstrating responsible accountability are essential in building parental trust.

Given the school's growing student body, the challenge of maintaining openness and accountability becomes more complex. A lack of transparency and accountability may undermine parental trust, thereby affecting loyalty. This research therefore aims to analyze how transparency and accountability influence parental loyalty, with trust as a mediating variable.

2. Literature Review
2.1 Strategic Management

Individuals and organizations alike face a myriad of strategic challenges and opportunities. In this context, strategic management plays a pivotal role in formulating and implementing effective strategies to ensure systematic, goal-oriented operations. Strategic management enables organizations to set a clear direction and achieve long-term objectives efficiently. Strategic management is generally defined as the process of formulating, implementing, and evaluating cross-functional decisions that allow an organization to achieve its goals. Several scholars have elaborated on this concept:

1. Fred R. David (2011) defines strategic management as the art and science of formulating, implementing, and evaluating cross-functional decisions to achieve organizational objectives.
2. Hunger and Wheelen (2012) describe strategic management as a series of managerial decisions and actions that determine the long-term performance of an organization, encompassing internal and external

environmental analysis, strategy formulation, implementation, and evaluation.

3. Johnson, Scholes, and Whittington (2008) see strategic management as setting the long-term direction of an organization by aligning resources and competencies with environmental demands to fulfill stakeholder interests.

4. Mintzberg, Ahlstrand, and Lampel (2005) conceptualize it as a pattern in organizational decision-making that blends formal planning with established patterns of behavior.

5. Arifah (2023) emphasizes a holistic approach integrating analysis, planning, and evaluation to achieve competitive advantage through effective and adaptive resource utilization.

6. Novianto (2019) describes it as a systematic process including vision and mission development, situational analysis, strategy formulation, and implementation to meet organizational objectives.

From these definitions, strategic management is clearly a multidimensional process that integrates environmental analysis, strategy formulation, implementation, and evaluation to achieve organizational sustainability and competitive advantage. According to Miftakhul Huda & Elvianita Martanti (2018), strategic management operates in two main domains:

2.2 Transparency

Transparency refers to the ease of access to organizational information for stakeholders affected by organizational policies. Hadijah (2019) defines it as the availability and accessibility of performance-related information in a clear, understandable format. Sabrudin et al. (2019) similarly define it as openly accessible information for all stakeholders.

In the context of education, transparency allows stakeholders—particularly parents—to be informed about decision-making processes and school policies (Suyatmini, 2017). Schools must convey accurate, trustworthy information to foster trust. Parental loyalty is fostered by honest, communicative, and open practices in relaying policies, programs, and decisions.

2.3 Accountability

Accountability involves being answerable for decisions and actions taken, particularly in the public sector. It is closely linked to transparency and is essential for controlling activities and demonstrating results in public service (Teguh, 2008).

Syahrudin Rasul (2002) defines accountability as the capacity to provide explanations to higher authorities or the public regarding one's actions in an organization. For schools, which are decentralization-based public service institutions, accountability includes managing operations responsibly and reporting performance outcomes to the public. The community, as the mandate giver, holds the right to evaluate school performance and provide feedback.

Accountability in educational institutions is expressed through transparency in policies, resource management, and educational outcomes. Schools must regularly report performance to stakeholders, ensuring that success or failure in achieving goals is communicated clearly.

2.4 Parental Trust

Trust is fundamental to all types of relationships, including institutional ones. The Big Indonesian Dictionary (KBBI) defines trust as belief in another's honesty and integrity. Komara (2021) views trust as confidence in a party's ability to fulfill its responsibilities appropriately. According to Kim et al. (2018) in Permata Sari (2023), trust is built upon three elements:

1. Ability: Competence and qualifications of the institution.
2. Benevolence: The institution's goodwill and empathy.

3. Integrity: Honesty and fairness in information and service delivery.

Parental trust in educational institutions influences engagement and loyalty. It reflects parents' belief that the school supports their child's holistic development. Trust depends on institutional reputation, teaching quality, facilities, and effective communication.

2.5 Parental Loyalty

Loyalty refers to a consistent commitment to an organization, often demonstrated through repeated behavior. Tjiptono (2011) defines it as repeated purchases or commitments to a brand. In education, loyalty is the ongoing choice of parents to keep their children enrolled in the same institution (Griffin in Priyanti & Sumitro, 2020). Bowen et al. (2008) outline three types of loyalty:

1. Attitudinal loyalty: Based on beliefs and commitment.
2. Behavioral loyalty: Based on repeated actions.
3. Composite loyalty: Combines attitude and behavior.

Li & Hung (2009) identify loyal parental behaviors as enrolling siblings, recommending the school to others, and prioritizing the school in their educational choices.

2.6 Conceptual Framework

The conceptual framework in this study illustrates the relationships among independent variables (transparency and accountability), the mediating variable (parental trust), and the dependent variable (parental loyalty).

1. Transparency positively influences parental trust by fostering open communication and information access.
2. Accountability positively influences parental trust by demonstrating responsibility and performance transparency.
3. Transparency enhances parental loyalty by encouraging a sense of involvement and security.

4. Accountability enhances parental loyalty by reflecting commitment to educational quality and ethical governance.
5. Parental trust leads to greater parental loyalty through increased confidence in institutional performance.
6. Transparency indirectly influences parental loyalty through parental trust.
7. Accountability indirectly influences parental loyalty through parental trust.

Figure 2.1
Thought Flow
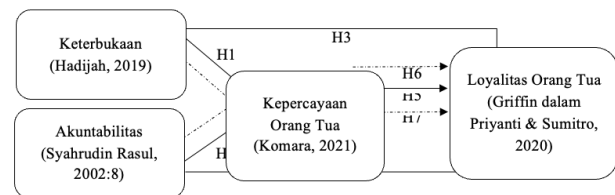
2.7 Research Hypotheses

Based on the theoretical framework, the following hypotheses are proposed:

- H1: Transparency has a significant influence on parental trust at Shidqia Islamic School Junior High.
- H2: Accountability has a significant influence on parental trust at Shidqia Islamic School Junior High.
- H3: Transparency has a significant influence on parental loyalty at Shidqia Islamic School Junior High.
- H4: Accountability has a significant influence on parental loyalty at Shidqia Islamic School Junior High.
- H5: Parental trust has a significant influence on parental loyalty at Shidqia Islamic School Junior High.
- H6: Transparency has a significant influence on parental loyalty through parental trust at Shidqia Islamic School Junior High.
- H7: Accountability has a significant influence on parental loyalty through parental trust at Shidqia Islamic School Junior High.

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3. Research Methodology

2.1 Place and Time of Research

This research was conducted at Shidqia Islamic School Junior High, located at Jl. Suryadharma No.1A, Bumi Dirgantara Permai, Jatisari, Jatiasih, Bekasi City. The research duration spans four months, covering the planning, preparation, implementation, and reporting stages. The schedule is detailed in Table 2.1 below:

Table 2.1: Research Timeline

Activity	Dec 2024	Jan 2025	Feb 2025	Mar 2025
Literature Review	✓			
Research Proposal	✓			
Data Collection		✓	✓	
Data Analysis			✓	
Report Preparation				✓

2.2 Research Design

This study adopts a quantitative research approach to examine and explain the relationship between variables using measurable data. According to Sugiyono (2014), the characteristics of quantitative research include the use of numeric data, objectivity, standardized instruments, statistical analysis, and hypothesis testing. The study examines the effect of transparency (X1) and accountability (X2) on parental loyalty (Y), with parental trust (Z) as a mediating variable. The proposed research framework is illustrated in Figure 2.1.
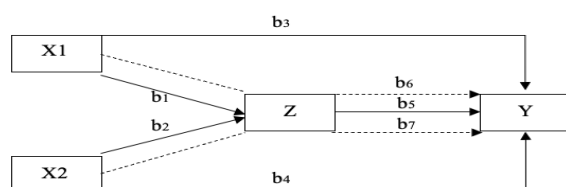
Figure 3.1 Research Design

Figure 2.1: Research Framework *(Illustration of the relationship between X1, X2, Z, and Y)*

2.3 Operational Definition of Variables

Table 2.2: Operationalization of Variables

Variable	Definition	Indicators	Measurement Scale
Parental Loyalty (Y)	Continuous commitment of parents to the school (Griffin, in Priyanti & Sumitro, 2020)	Re-enrollment, commitment, belief in school, positive recommendations	Likert (1-5)
Parental Trust (Z)	Trust in the school's capability and integrity (Komara, 2021)	Ability, Benevolence, Integrity	Likert (1-5)
Transparency (X1)	Accessibility and clarity of institutional information (Hadijah, 2019)	Info transparency, access, decision involvement, responsiveness, openness, evaluation, relationships	Likert (1-5)
Accountability (X2)	Institutional responsibility to stakeholders (Syahru	Trust and satisfaction, awareness, reduction in corruption,	Likert (1-5)

din Rasul, 2002)	alignment with values

2.4 Population, Sample, and Sampling Technique

2.4.1 Population The population consists of all parents of students enrolled in Shidqia Islamic School Junior High, totaling 110 individuals.

2.4.2 Sample A sample size of 87 was determined using Slovin's formula with a 5% margin of error:
$n = N / (1 + N(\alpha)^2) = 110 / (1 + 110(0.05)^2) = 86.27 \approx 87$
The sampling method used is **simple random sampling**, allowing equal selection probability for all population members.

2.5 Data Collection Method
2.5.1 Primary Data
Obtained directly via questionnaires distributed to parents.

2.5.2 Secondary Data Collected from relevant literature, journals, and online sources.
The Likert scale used is as follows:

Table 2.3: Likert Scale Description

Response	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

2.6 Instrument Testing
2.6.1 Validity Test
Validity indicates whether the instrument accurately measures the intended construct. The test is conducted through statistical analysis of each questionnaire item.

2.6.2 Reliability Test
Reliability measures the consistency of responses. An instrument is reliable if Cronbach's Alpha ≥ 0.60, indicating internal consistency.

2.7 Data Analysis and Hypothesis Testing
Data analysis is conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) via SmartPLS software. This method includes both measurement and structural model evaluations.

2.7.1 Descriptive Statistics Analysis Provides an overview of the data, including mean, standard deviation, maximum, and minimum values, to interpret the characteristics of each variable (Ghozali, 2016).

2.7.2 Inferential Statistics Analysis Uses PLS-SEM to analyze relationships among latent variables. PLS is suitable for small samples, non-normal data, and multicollinearity issues (Hamid & Anwar, 2019).

2.7.2.1 Outer Model Evaluation (Measurement Model) Assesses indicator reliability and construct validity:

- Factor Loadings ≥ 0.70
- Composite Reliability ≥ 0.70
- Cronbach's Alpha ≥ 0.70
- AVE (Average Variance Extracted) ≥ 0.50
- Discriminant validity using Fornell-Larcker and HTMT criteria (HTMT < 0.90)

2.7.2.2 Inner Model Evaluation (Structural Model) Examines relationships among constructs:

- VIF < 5 (no multicollinearity)
- Coefficient of Determination (R^2):
  - $R^2 \geq 0.75$: substantial
  - $R^2 \geq 0.50$: moderate
  - $R^2 \geq 0.25$: weak
- SRMR < 0.08 (model fit acceptable)

2.7.3 Hypothesis Testing Hypotheses are tested using bootstrapping with SmartPLS:

- **Direct Effect:**
  - Path coefficient > 0: positive effect
  - Path coefficient < 0: negative effect
  - p-value < 0.05: significant

- **Indirect Effect (Mediation):**
  - Significant if p-value < 0.05, indicating that Parental Trust mediates the relationship between Transparency/Accountability and Parental Loyalty.
  - Not significant if p-value > 0.05, indicating no mediation.

Effect size (f^2) is interpreted as:

- 0.02: small
- 0.15: medium
- 0.35: large

The analysis results will determine the strength and significance of the hypothesized relationships in the proposed model.

4. Results and Discussion

4.1. Results

3.1.1 Research Object Description

Shidqia Islamic School Junior High School, located at Jl. Suryadharma No.1A, Perumahan Bumi Dirgantara Permai, Jatisari, Jatiasih, Bekasi, operates under the Shidqia Metra Foundation. The name *Shidqia* is derived from the Arabic term *Shidiq* which means "honest," reflecting the school's aspiration to nurture future Islamic generations characterized by honesty and integrity.

The school began operations in the 2017/2018 academic year, with a vision of becoming a high-quality educational institution capable of producing knowledgeable, morally upright, and skilled graduates. It integrates the principles of IMTAQ (faith and piety) and IPTEK (science and technology), with a commitment to shaping students who excel not only academically but also spiritually and ethically.

Vision

To become a qualified educational institution capable of producing graduates who are knowledgeable, morally upright, and skilled based on IMTAQ and IPTEK.

Mission

1. Develop students' knowledge and skills, and nurture creativity and innovation.
2. Foster Islamic values to form faithful, pious individuals with commendable character.
3. Use the Qur'an and As-Sunnah as primary references in the learning process.
4. Enhance Qur'anic understanding through reading and memorization.
5. Strengthen proficiency in foreign languages and information technology.
6. Cultivate pious behavior, academic achievement, and social awareness.
7. Establish a culture of worship discipline and daily life skills.
8. Apply national education standards supported by adequate infrastructure.

Organizational Structure

[Omitted for brevity—insert as figure/table]

Flagship Programs

1. **Qur'an Memorization**: Targeting the memorization of 3 Juz over 3 years, guided by proper tajweed.
2. **Leadership and Public Speaking**: Training in speech, lectures, and sermons (including khutbah for male students).
3. **Cambridge English Program**: Enhancing English fluency across various contexts and strengthening presentation skills.

Extracurricular Activities

Extracurricular programs include Taekwondo, Traditional Dance, Archery, Scouts,

Pencak Silat, Basketball, Karate, Flag Raising Team, Badminton, and Futsal, scheduled throughout the week.

3.1.2 Respondent Description

This study involved 87 parents representing each class level at Shidqia Islamic School Junior High School. Respondents were selected randomly while considering variations in demographic backgrounds. The distribution is presented in Table 4.1.

Table 4.1. Respondent Characteristics

No	Category	Sub-category	Frequency	Percentage
1	Gender	Male	31	36%
		Female	56	64%
2	Student's Class	Grade VII	30	34%
		Grade VIII	28	32%
		Grade IX	29	34%
3	Parent's Occupation	Government Employee	18	21%
		Private Sector	30	34%
		Entrepreneur	25	29%
		Others	14	16%

The demographic profile indicates a majority of female respondents (64%), suggesting that mothers are more involved in school engagement. Most respondents work in the private sector or as entrepreneurs, indicating a diverse economic background among parents.

3.1.3 Descriptive Analysis of Research Variables

The descriptive analysis aims to present respondent responses to each indicator within the study variables, namely: Openness (X1), Accountability (X2), Parental Trust (Z), and Parental Loyalty (Y). Each variable was measured using Likert-scale indicators. The detailed response distribution and descriptive statistics are shown in Tables 4.2 and 4.3.

(*Tables omitted in this excerpt; ensure they are formatted consistently in the article using standard APA or journal-required styles.*)
Key findings include:

- **Openness (X1)**: Highest mean = 3.95 (X1.7), lowest = 3.83 (X1.6), overall average = 3.88.
- **Accountability (X2)**: Highest mean = 3.92 (X2.2, X2.3), lowest = 3.82 (X2.1, X2.5), overall average = 3.87.
- **Parental Trust (Z)**: Highest mean = 3.97 (Z.4), lowest = 3.86 (Z.3), overall average = 3.92.
- **Parental Loyalty (Y)**: Highest mean = 4.09 (Y.6), lowest = 3.92 (Y.3), overall average = 4.00.

Overall, most indicators are positively perceived, with respondents generally agreeing with the statements.

3.1.4 Hypothesis Testing

3.1.4.1 Evaluation of Measurement Model (Outer Model)

All constructs were reflective and assessed for reliability and validity. Convergent validity was confirmed through indicators with loadings ≥ 0.70, AVE > 0.50, Cronbach's Alpha and Composite Reliability > 0.70 (Hair et al., 2021). Discriminant validity was assessed via the Fornell-Larcker criterion, HTMT ratios (< 0.90), and cross-loadings. All criteria were satisfied.

3.1.4.2 Evaluation of Structural Model (Inner Model)
Structural model fit was confirmed via:

- **VIF** values < 5 (no multicollinearity).
- **Adjusted R^2** values:
  - Parental Trust (Z): 0.501
  - Parental Loyalty (Y): 0.682
- **SRMR**: 0.065 (< 0.08), indicating good model fit.

3.1.4.3 Hypothesis Results
Direct effects:

Hypothesis	Path	Coefficient	P-value	Result
H1	Openness → Parental Trust	0.435	0.000	Supported (Significant)
H2	Accountability → Parental Trust	0.414	0.000	Supported
H3	Openness → Parental Loyalty	0.259	0.011	Supported
H4	Accountability → Parental Loyalty	0.281	0.008	Supported
H5	Parental Trust → Parental Loyalty	0.444	0.002	Supported

Indirect effects:

Hypothesis	Path	Coefficient	P-value	Mediation Role
H6	Openness → Trust → Loyalty	0.193	0.025	Partial Mediation
H7	Accountability → Trust → Loyalty	0.184	0.037	Partial Mediation

Although the mediation effects are statistically significant, the indirect effects are smaller than the direct effects, indicating limited mediation.

4.2. Discussion

1. The Effect of Openness on Parental Trust

The analysis revealed that openness significantly influences parental trust at Shidqia Islamic School Junior High School, with a path coefficient of 0.435 and a p-value of 0.000 (< 0.05). This indicates that greater institutional openness leads to stronger parental trust.

Openness in this context refers to the school's transparency in disseminating information related to academic policies, educational programs, budgeting, and student performance. When parents perceive the school as open and communicative, they feel respected and are more likely to trust the institution. This finding aligns with Nabila (2022), who emphasized that transparency reduces uncertainty and builds credibility between institutions and stakeholders.

2. The Effect of Accountability on Parental Trust

The accountability variable also shows a significant positive effect on parental trust, with a path coefficient of 0.414 and a p-value of 0.000. Higher levels of accountability correlate with increased parental confidence in the school's governance. Accountability in educational institutions refers to their responsibility in managing resources, making decisions, and implementing policies with integrity. As stated by Rasul (2002), accountability involves the ability to provide justification to higher authorities and stakeholders. When schools consistently act responsibly and align with community values and expectations, parental trust strengthens.

3. The Effect of Openness on Parental Loyalty

Openness also exerts a significant positive influence on parental loyalty, as evidenced by a path coefficient of 0.259 and a p-value of 0.011. This implies that transparent communication contributes not only to trust but also directly to parents' willingness to remain committed to the school.

When schools communicate openly, involve parents in decision-making, and provide timely updates, parents feel more engaged. This strengthens emotional attachment, resulting in continued enrollment and positive word-of-mouth referrals. Thus, transparency becomes a

strategic factor in retaining and expanding parental support.

4. The Effect of Accountability on Parental Loyalty

Accountability demonstrates a significant positive effect on parental loyalty, with a path coefficient of 0.281 and a p-value of 0.008. Parents are more likely to remain loyal to schools that uphold high ethical standards and transparent governance.

Good accountability manifests in financial transparency, responsible policy implementation, and consistent reporting on student progress. These actions enhance parental confidence, reinforcing their decision to maintain their children's enrollment and to advocate for the school within the community.

5. The Effect of Parental Trust on Parental Loyalty

Parental trust significantly influences loyalty, with a path coefficient of 0.444 and a p-value of 0.002. This demonstrates that when parents believe in the school's competence and integrity, they are more likely to remain committed.

Trust is a foundational element in long-term engagement. Komara (2021) defined trust as the expectation that the institution will act in the best interest of its stakeholders. In educational contexts, trust leads parents to continue supporting the school and participating actively in its programs.

6. The Mediating Role of Parental Trust in the Relationship Between Openness and Loyalty

The indirect effect of openness on loyalty through parental trust is significant (coefficient = 0.193, p-value = 0.025), yet smaller than the direct effect (0.259). This suggests partial mediation, indicating that while trust contributes to loyalty, openness independently has a stronger impact.

This implies that parental loyalty often stems directly from their perception of openness, without necessarily requiring an intermediary trust mechanism. Parents respond positively to tangible, transparent actions more than abstract perceptions of trust.

7. The Mediating Role of Parental Trust in the Relationship Between Accountability and Loyalty

Similarly, parental trust mediates the relationship between accountability and loyalty (coefficient = 0.184, p-value = 0.037), yet the direct effect of accountability on loyalty (0.281) remains stronger. This also indicates partial mediation.

In practical terms, parents appear more influenced by the school's demonstrable accountability than by their personal perceptions of trust. Thus, concrete actions such as financial transparency and clear reporting procedures are more effective in fostering loyalty than trust alone.

4.3 Managerial Implications
Based on the study findings, several managerial implications can be drawn to enhance parental trust and loyalty at Shidqia Islamic School Junior High:

1. Strengthening Institutional Transparency
- Schools must prioritize transparent communication regarding policies, curricula, budgeting, and student progress.
- Regular updates via newsletters, meetings, and digital platforms (e.g., school portals or mobile apps) can foster openness.
- Two-way communication channels (e.g., feedback forms, parent forums) should be institutionalized to involve parents in decision-making processes.

2. Enhancing Accountability Systems

- Implement robust reporting mechanisms to ensure transparency in financial and academic operations.
- Develop and disseminate Standard Operating Procedures (SOPs) that outline the school's responsibilities and expectations.
- Regular performance reviews and parent-accessible reports on school operations will build credibility and institutional integrity.

3. Building and Maintaining Parental Trust

- Demonstrate consistent commitment to educational quality and student welfare.
- Involve parents in school activities such as mentoring programs, workshops, and seminars.
- Address parental feedback promptly to foster trust and demonstrate responsiveness.

4. Promoting Loyalty Through Tangible Experiences

- Focus on delivering consistent, high-quality educational services that directly impact students and parents.
- Offer innovative programs, strong leadership, and a personal approach to parent-student relationships.
- Implement recognition programs for parent engagement, such as loyalty awards or ambassador programs.

5. Institutionalizing Continuous Evaluation

- Conduct periodic evaluations of transparency and accountability practices to ensure relevance and effectiveness.
- Use parental satisfaction surveys to identify gaps and areas for improvement.
- Ensure policy development aligns with parental expectations and evolving educational standards.

5. Conclusion

5.1 Conclusion

This study investigated the effects of openness and accountability on parental trust and their subsequent impact on parental loyalty at Shidqia Islamic School Junior High School, Jatiasih, Bekasi City, utilizing Structural Equation Modeling with Partial Least Squares (PLS-SEM) through SmartPLS software. Based on the results, the following conclusions can be drawn:

1. The construct of parental loyalty is significantly influenced by openness, accountability, and parental trust, with a combined explanatory power (R^2) of 68.2%.
2. Openness has a positive and significant direct effect on both parental trust and parental loyalty. Increased transparency in school communication and information-sharing leads to higher levels of trust and loyalty from parents.
3. Accountability also has a positive and significant direct effect on both parental trust and loyalty. Clear responsibility in policy implementation and school governance contributes meaningfully to building parental confidence and long-term commitment.
4. Parental trust itself has a positive and significant effect on parental loyalty, suggesting that higher levels of trust result in stronger parental attachment and advocacy toward the school.
5. Parental trust does not significantly mediate the relationships between openness and loyalty, nor between accountability and loyalty. The direct effects of openness and accountability on loyalty are more substantial than their indirect effects via trust, indicating that transparency and accountability independently foster parental loyalty.

5.2 Suggestions

For Educational Practitioners:

1. **Enhance Transparency:** Schools should prioritize providing open and accessible

information to parents, particularly regarding institutional policies, academic processes, and financial management. Digital platforms, such as school applications and official websites, can facilitate effective information dissemination and real-time updates.

2. **Strengthen Accountability Mechanisms:** Institutional accountability can be improved through transparent financial reporting, systematic performance evaluations, and the development of clear standard operating procedures (SOPs) for school operations.

3. **Foster Parental Loyalty:** Initiatives to strengthen loyalty may include parent engagement programs, improved service quality, and consistent, two-way communication to create a more collaborative and sustainable parent–school relationship.

For Future Research:

1. **Expand Research Variables:** Future studies are encouraged to incorporate additional factors influencing parental loyalty, such as the quality of educational services, school reputation, and parental involvement in school governance or the learning process.

2. **Broaden the Population Scope:** Increasing the sample size and including respondents from a variety of schools—public and private—would enhance the generalizability and external validity of the findings.

3. **Explore Moderating Variables:** Investigating the role of socioeconomic status, educational background, or school culture as moderating or mediating variables could provide a more nuanced understanding of the mechanisms driving parental loyalty.

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