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What Influences Parents in Choosing Homeschooling? A Socio-Demographic Conjoint Analysis in Indonesia

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Abstract

This study aims to analyze parental preferences in selecting homeschooling institutions in Indonesia based on four attributes: brand personality, learning program basis, marketing media, and reference source. The research employed conjoint analysis (choice-based) with 171 respondents from Jabodetabek, Bandung, Surabaya, Yogyakarta, Denpasar, Medan, and Makassar, using purposive sampling. Results indicate reference source as the most influential attribute (29.6%), followed by brand personality (25.8%), learning program basis (23.6%), and marketing media (21.0%). Parents predominantly preferred recommendations from psychologists, a competence-based brand personality, talent-and-interest-based programs, and marketing via social media. This preference analysis highlights the importance of psychologist-based marketing strategies, strengthening competence branding through testimonials and accreditation, and personalized learning programs. Government support through regulation, teacher training, and standardization of talent assessments is also recommended to enhance education, especially in the context of nonformal school preferences.

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INTRODUCTION

The development of high-quality human capital is a critical foundation of Indonesia's Vision 2045, which positions education as a driver of national progress (Susianita & Riani, 2024) .Although school participation rates in formal education continue to increase (Badan Pusat Statistik, 2023), structural inequalities and lack of personalization in learning remain persistent challenges (Syafii, 2018). Non-formal education, including homeschooling offered through legally recognized institutions such as PKBM, has gained traction as a flexible, personalized alternative aligned with the diverse needs of learners (Sihombing et al., 2023; Syaadah et al., 2022).

Homeschooling in Indonesia is formally recognized under Permendikbud No. 129/2014 and facilitated through certified institutions that design educational services tailored to each child's unique potential (Permendikbud, 2014). The growing demand for homeschooling is evidenced by digital search trends and enrollment data. In Indonesia, Google search queries for "homeschooling" rose from 1,900 in 2016 to 40,500 in 2024 (SEMRush, 2024), and institutional data show a 209.47% increase in enrollment over the past five years (Dapodik, 2025). These trends reflect increasing parental interest in education models offering flexibility, safety, and support for children's talents (Hurriah et al., 2023; Yusasi & Marhaeni, 2017).

Despite this rise, few studies have explored homeschooling preferences from the perspective of business management and marketing. Yet, as a service-based educational model, homeschooling institutions must compete for consumers and therefore require an understanding of parental decision-making that integrates not only pedagogical but also strategic marketing and brand considerations (Haris, 2024; Nazari & Elahi, 2011; Verma et al., 2002). Studies in formal education show that school selection is influenced by factors such as institutional reputation, social environment, and parental values (Adiwiguna et al., 2024; Bokings et al., 2013; Khasanah, 2012; Purnamasari et al., 2020), but these models may not fully capture the more personal, situational, and flexible criteria used by parents in selecting homeschooling. Figure 1 shows google search volume for keyword "homeschooling".

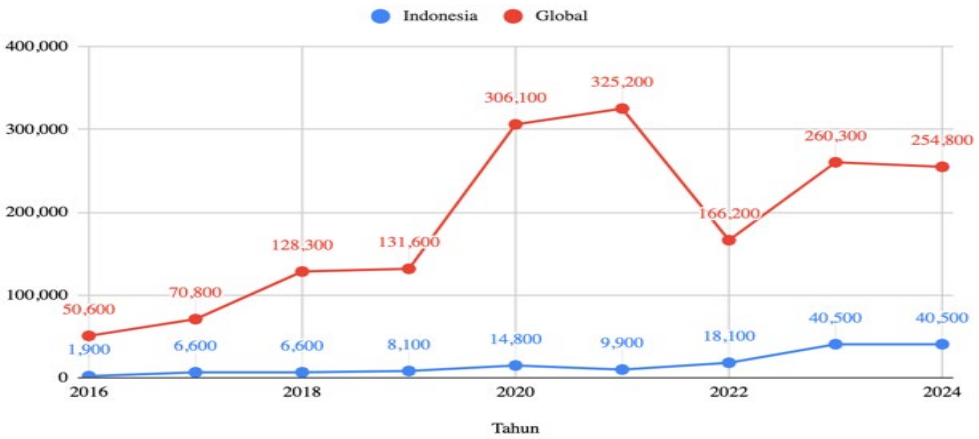


Figure 1. Google search volume for keyword "homeschooling"

Furthermore, existing research identifies diverse motivations for choosing homeschooling, including bullying concerns, flexible scheduling, special needs, talent development, and dissatisfaction with formal systems (Asbar, 2022; Hurriah et al., 2023; Puspitaningrum, 2022). These motivations point to the need for institutions to segment and understand their market. Institutions that fail to do so risk offering misaligned services, reducing competitiveness and satisfaction. Conversely, providers

that understand parental preferences can develop better strategies, drive loyalty, and enhance their institutional reputation (Krzyżanowska & Tkaczyk, 2012).

This study aims to identify the preferred combinations of service attributes in parents' selection of homeschooling institutions in Indonesia. Based on a Focus Group Discussion with experienced stakeholders, four attributes were found most salient: brand personality, learning program basis, marketing media, and reference sources (Coursey et al., 2024; Izzhati et al., 2018; Walisinghe & Gunaratne, 2012). These were subsequently tested through Conjoint Analysis across diverse socio-demographic groups. The findings are expected to guide the strategic development of educational offerings and marketing strategies in Indonesia's non-formal education sector.

METHOD

This study employed a descriptive-exploratory research design using conjoint analysis, specifically the choice-based conjoint (CBC) approach, to analyze parental preferences in selecting homeschooling institutions in Indonesia. The research began with a systematic literature review to identify gaps regarding homeschooling preferences. Attributes and corresponding levels relevant to homeschooling institutions were subsequently developed through a Focus Group Discussion (FGD) involving parents and experienced homeschooling practitioners. This process aimed to ensure conceptual and empirical validity of the chosen attributes.

The study's conceptual framework (Figure 2) illustrates the structured relationships among four primary attributes identified as crucial in parents' decision-making processes: Brand

Personality, Learning Program Basis, Marketing Media, and Source of Reference. Each attribute was further divided into detailed levels, leading to a total of 17 distinct attribute levels.

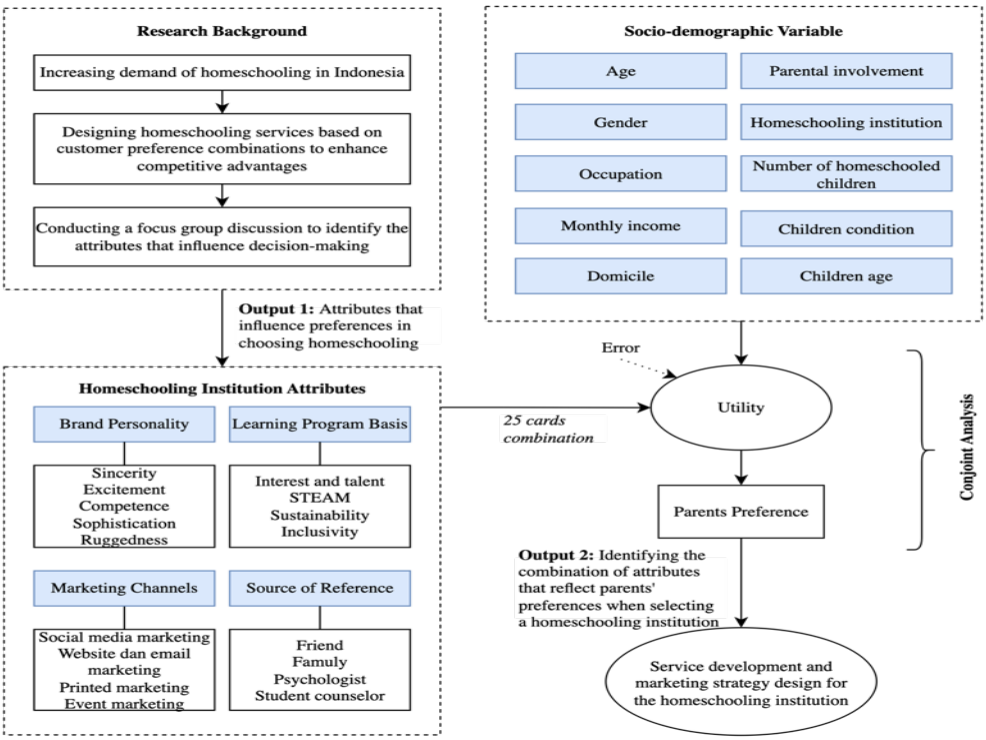


Figure 2. Research Framework

The target population for this research comprised parents who had experience enrolling their school-aged children in homeschooling programs. Due to the unknown exact population size and following Hair et al. (2012) and Orme (2010), the minimum sample size was determined to be 140 respondents. Ultimately, a total of 171 respondents participated, selected using a combination of purposive and area sampling techniques. Respondents were specifically recruited from major metropolitan regions in Indonesia characterized by active homeschooling communities, including Jabodetabek, Bandung, Surabaya, Yogyakarta, Denpasar, Medan, and Makassar, thus ensuring diverse geographical representation and enhancing the generalizability of findings.

Data collection was conducted online via a structured questionnaire on Google Forms from May 4 to May 20, 2025. The questionnaire consisted of two primary sections: (1) respondent demographic information (age, gender, occupation, income, domicile, child's condition, and parental involvement), and (2) preference evaluation using choice-based conjoint analysis. The conjoint design involved an orthogonal array generated with IBM SPSS 25, producing 25 unique combinations or "Conjoint Cards." These cards represented distinct combinations of attribute levels. Respondents evaluated their preference for each combination using a five-point Likert scale (1–5). Table 1 shows the stimuli of conjoint analysis.

Table 1. Stimuli of Conjoint Analysis

Card	Brand Personality	Learning Program Basis	Marketing Media	Source of Reference
C1	Competence	Telent and interest	Social Media	School counselor
C2	Competence	Telent and interest	Social Media	Psychologist
C3	Ruggedness	STEAM	Print Media	School counselor
C4	Excitement	Telent and interest	Event Marketing	Psychologist
C5	Competence	Sustainability	Print Media	Friends
C6	Excitement	Telent and interest	Print Media	Family
C7	Competence	Inclusivity	Website & Email	Friends
C8	Sophistication	Inclusivity	Event Marketing	Friends
C9	Excitement	Inclusivity	Social Media	School counselor
C10	Ruggedness	Telent and interest	Social Media	Friends
C11	Excitement	Sustainability	Social Media	Friends
C12	Sincerity	Inclusivity	Print Media	Psychologist
C13	Sincerity	Sustainability	Event Marketing	School counselor
C14	Excitement	STEAM	Website & Email	Friends
C15	Ruggedness	Telent and interest	Event Marketing	Friends
C16	Sincerity	Telent and interest	Website & Email	Family
C17	Sincerity	STEAM	Social Media	Friends
C18	Ruggedness	Inclusivity	Social Media	Family
C19	Ruggedness	Sustainability	Website & Email	Psychologist
C20	Competence	STEAM	Event Marketing	Family
C21	Sophistication	STEAM	Social Media	Psychologist

C22	Sincerity	Telent and interest	Social Media	Friends
C23	Sophistication	Telent and interest	Website & Email	School counselor
C24	Sophistication	Sustainability	Social Media	Family
C25	Sophistication	Telent and interest	Print Media	Friends

Instrument validity was ensured through expert reviews and pilot testing, using Pearson Product-Moment correlation (r > r-table at 5% significance level). Reliability was confirmed via Cronbach's Alpha, with values exceeding 0.7 indicating acceptable consistency.

Data were analyzed using conjoint analysis to estimate part-worth utilities and attribute importance scores. Additionally, the analysis included segmentation based on socio-demographic variables to explore variations in preferences across different respondent segments. The final outcomes included identifying the most preferred attribute combinations and their relative importance, forming a basis for strategic recommendations tailored to parental market segments.

RESULTS AND DISCUSSION

Based on Table 2, the majority were females (60.23%), aligning with findings by Saleemi & Kofol (2022) that women frequently assume primary decision-making roles regarding children's education due to their detail-oriented nature and active information-seeking behavior (Parker & Wang, 2013). Most respondents (56.14%) were aged 30–34 years, followed by those aged 35–44 (35.09%), categorizing them predominantly as millennials. This generational cohort is recognized for their preference towards digital technologies and personalized interactions in decision-making processes, particularly in educational contexts (DeVaney, 2015; Ramli et al., 2025; Strauss & Howe, 1991; Yang, 2024).

Regarding occupation, private-sector employees dominated (45.03%), followed by entrepreneurs (25.15%) and housewives (19.88%). This distribution reflects practical considerations among parents with demanding careers and busy schedules, who prefer homeschooling for its flexibility in adapting education to their professional demands (Apple, 2006; Goyette, 2008)

Table 2. Socio-demographics of Respondents

Socio-demographic Categories		Frequency (#)	Percentage (%)	Socio-demographic Categories		Frequency (#)	Percentage (%)
Gender	Male	68	39.77%	Domicile	Bandung	32	18.71%
	Female	103	60.23%		Denpasar	3	1.75%
Age	30-34	96	56.14%		Greater Jakarta	67	39.18%
	35-44	60	35.09%		Makassar	4	2.34%
	45-54	13	7.60%		Medan	11	6.43%
	55-64	2	1.17%		Surabaya	32	18.71%
Homeschooling institution	HSPG	63	36.84%		Yogyakarta	22	12.87%
	Kak Seto	24	14.04%		below 2500	12	7.02%

	Sekolah Murid Merdeka	22	12.87%	Monthly income (1000 rupiah)	2500 to less than 5000	31	18.13%
	Tunas Karya Anak Bangsa	16	9.36%		5000 to less than 7500	47	27.49%
	Entrepreneur	12	7.02%		7500 to less than 10000	32	18.71%
	Anak Pelangi	9	5.26%		10000 to less than 12500	21	12.28%
	Altaschool	7	4.09%		12500 to less than 15000	15	8.77%
	Bintang Mulia	3	1.75%		15000 or more	13	7.60%
	Windsor	3	1.75%	Homeshooled children	1	138	80.70%
	INRII	2	1.17%		2	30	17.54%
	Brilliant	2	1.17%		3	3	1.75%
	Flexi	2	1.17%	Children condition	No special need (typical)	156	91.23%
	Other	6	3.51%		Child with special need	15	8.77%
Occupation	Teacher / lecturer	3	1.75%	Parental involvement	Parenting	83	48.54%
	Housewife	34	19.88%		Communicating	11	6.43%
	Government employee	6	3.51%		Volunteering	2	1.17%
	State-owned entreprise employee	3	1.75%		Learning at home	28	16.37%
	Private sector employee	77	45.03%		Decision making	40	23.39%
	Healthcare worker	5	2.92%		Collaborating community	7	4.09%
	Entrepreneur	43	25.15%	Children age	5-9 (children)	134	78.36%
Homeshooled children	1	138	80.70%		10-18 (teenagers)	37	21.64%
	2	30	17.54%				

3	3	1.75%

Table 2 shows socio-demographics of respondents. Income-wise, the largest group (27.49%) earned between Rp 5,000,000 and Rp 7,500,000 monthly, followed by those earning between Rp 7,500,000 and Rp 10,000,000 (18.71%). This indicates a middle-income segment prioritizing affordable quality education, suggesting the necessity for homeschooling institutions to provide flexible financial packages

or installment-based payment schemes. Conversely, the higher-income segment (7.60%), earning above Rp 15,000,000 monthly, likely prefers exclusive programs with comprehensive facilities, suggesting the need for premium educational services.

Geographically, most respondents resided in Greater Jakarta (39.18%), Bandung (18.71%), and Surabaya (18.71%), reflecting greater accessibility to information and alternative educational resources in urban areas. This aligns with findings by Gaither (2017) highlighting the prevalence of homeschooling in large cities due to varied lifestyles and high educational standards often unmet by formal schooling.

Parental involvement was predominantly characterized as parenting (48.54%) and decision-making (23.39%). These categories reflect parents' proactive roles in controlling and actively engaging in their children's educational pathways. This supports existing research on the significant impact parental involvement types have on educational decisions (Đurišić & Bunijevac, 2017). Consequently, homeschooling institutions should offer parent-focused support programs such as parenting seminars and educational forums.

Regarding homeschooling institutions, Homeschooling HSPG (36.84%) and Homeschooling Kak Seto (14.04%) were the most frequently chosen, reflecting their strong brand awareness, reputation, and widespread recommendations within parenting communities. This underscores the importance of robust branding strategies for new or smaller institutions, emphasizing service quality, endorsements from educational figures, and effective communication within parenting communities.

Most respondents (80.70%) had one homeschooled child, highlighting a personalized education focus aimed at catering to each child's unique talents and interests. A significant proportion of respondents (91.23%) reported no special educational needs among their children, shifting perceptions away from homeschooling as exclusively for children with special needs. Current research supports this finding, emphasizing homeschooling's flexibility and personalized approach as appealing to families with children involved in activities or careers incompatible with traditional schooling schedules, such as sports, performing arts, or professional commitments (Bodah, 2022; Brewer, 2021; Carpenter & Gann, 2016; Kula, 2018; Thomas, 2016b).

Lastly, the majority of homeschooled children (78.36%) were aged 5–9 years, indicating that decisions to homeschool are predominantly made during early educational stages. This age range is critical for character and habit formation, leading parents to actively engage in foundational educational practices (Fontenelle-Tereshchuk, 2023; Green & Hoover-Dempsey, 2007).

Table 3 presents the four main attributes and their respective levels as derived from a comprehensive Focus Group Discussion (FGD) and literature review. These attributes were selected to represent the multidimensional considerations parents typically make when evaluating homeschooling institutions.

Table 3. Attributes and Corresponding Levels

Attributes	Attributes Levels
Brand personality	Sincerity Excitement Competence Sophistication Ruggedness
Learning program basis	Interest and talent STEAM Sustainability Inclusivity
Marketing channels	Social media marketing Website and email marketing Printed marketing Event marketing
Source of reference	Friend Family Psychologist School counselor

Table 4 shows the overall conjoint analysis results show that the Source of Reference emerged as the most influential attribute with a relative importance score of 29.62%, followed by Brand Personality (25.80%), Learning Program Basis (23.61%), and Marketing Channels (20.97%). The statistical reliability of the model is confirmed by Pearson's R = 0.866 and Kendall's Tau = 0.605, both with $p < 0.001$, indicating strong consistency between predicted and observed preferences.

Table 4. Overall Conjoint Analysis

Attribute (A)	**Level (L)**	**Utility (U)**	**Importance (I)**
Brand personality	Sincerity	-0.013	25.797
	Excitement	-0.029	
	Competence	0.043	
	Sophistication	0.001	
	Ruggedness	-0.002	
Learning program basis	Interest and talent	0.112	23.613
	STEAM	-0.047	
	Sustainability	0.004	
	Inclusivity	-0.069	
Marketing channels	Social media marketing	0.030	20.970
	Website dan email marketing	-0.052	
	Printed marketing	0.018	

Table 4. Overall Conjoint Analysis

Attribute (A)	Level (L)	Utility (U)	Importance (I)
	Event marketing	0.003	
Source of reference	Friend	-0.071	29.620
	Family	-0.004	
	Psychologist	0.138	
	School counselor	-0.063	
		Value	Sig.
Pearson's R		0.866	0.000
Kendal's Tau		0.605	0.000

Figure 1 shows the average relatives importance of homeshooling institution attributes. The importance summary emphasizes that Source of Reference is the dominant attribute influencing parental decisions, aligning with the strong cultural reliance on recommendations and perceived credibility in education choices, especially in nonformal settings like homeschooling (Dobele & Ward, 2003; Hanum et al., 2020).



Figure 1. Average Relatives Importance of Homeschooling Institution Attributes

Figure 2 shows the utility values of each brand personality level. Among all brand personalities, Competence holds the highest utility value (0.043), suggesting that parents prioritize institutions perceived as professional, reliable, and capable (Aaker, 1997). This preference mirrors findings in other sectors such as higher education (Amartey, 2019), footwear (Sabuj, 2024), and services requiring trust (Maehle & Supphellen, 2011; Smith et al., 2006).

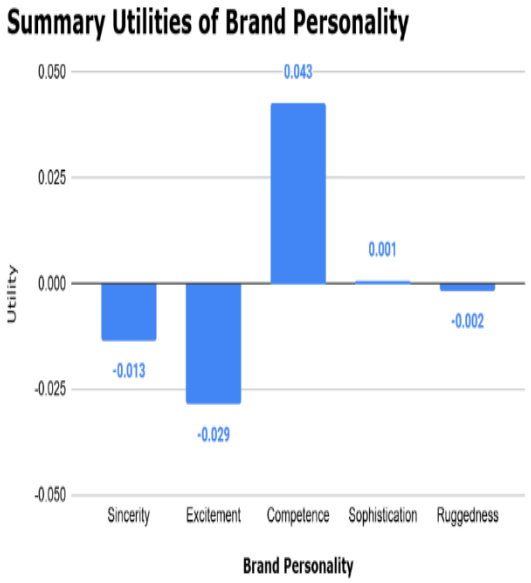


Figure 2. Utility Values of Each Brand Personality Level

Although ranked third in importance (23.61%), the Interest and Talent-based program stands out with a utility of 0.112. This reflects the growing demand for learner-centered models where education aligns with students' personal strengths and aspirations (Francis, 2018;

Weimer, 2013). Especially in homeschooling contexts, such flexibility is crucial for children involved in arts, sports, or professional pursuits (Thomas, 2016b). Figure 3 shows the utility values of each learning program basis level.

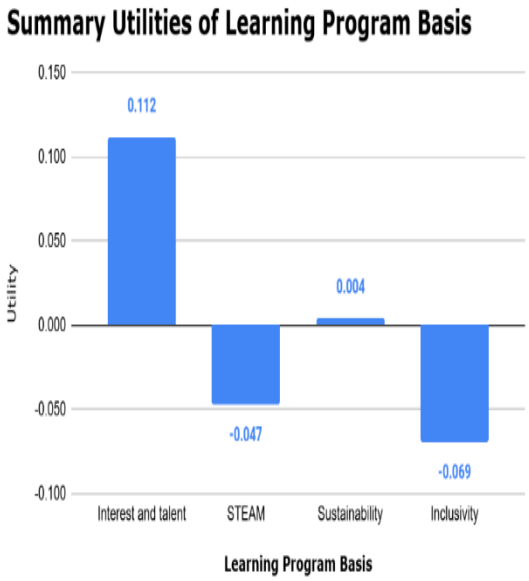


Figure 3. Utility Values of Each Learning Program Basis Level

Marketing channels had the lowest overall importance (20.97%), supporting the AIDA and Hierarchy of Effects models that position media as awareness builders rather than decision-makers (Duffett Mr & Wakeham Dr, 2016). Nevertheless, social media marketing had the highest utility (0.030), confirming its appeal for today's digitally native parents (Imanda et al., 2024; Kaplan & Haenlein, 2010; Ramadita & Belgiawan, 2023).

Psychologists were the most trusted source (utility = 0.138), surpassing friends, family, and even school counselors. This confirms the Source Credibility Theory (Hovland & Weiss, 1951), which highlights expertise and trustworthiness as key drivers of persuasive communication. In complex decisions like homeschooling, professional endorsements reduce uncertainty and provide validation (Davies & Kandel, 1981; Läpple & Barham, 2019). Figure 4 shows the utility values of marketing channels level and Figure 5 shows the utility value of source of reference level.

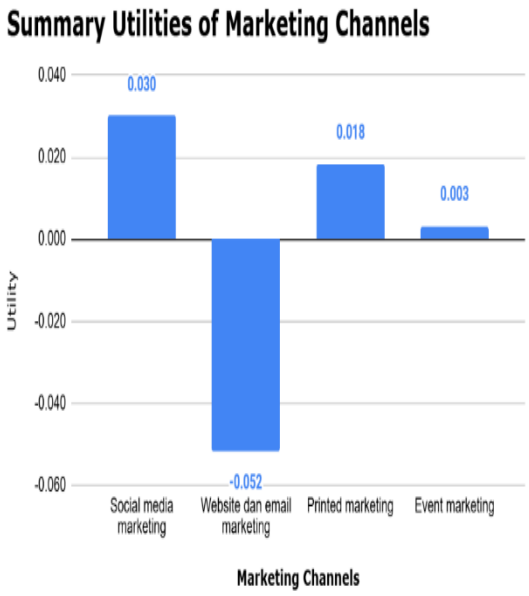


Figure 4. Utility Values of Marketing Channels Level

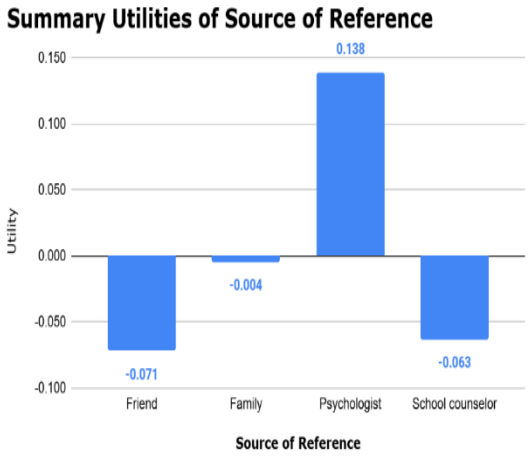


Figure 5. Utility Values of Source of Reference Level

The segmented analysis of parental preferences reveals nuanced variations across socio-demographic categories, enriching our understanding of how decision-making differs among parent profiles in selecting homeschooling institutions. While the overall results suggest a general preference for competence-driven branding, interest-and-talent-based programs, social media marketing, and psychologist recommendations, further disaggregation unveils

important shifts across gender, age, occupation, income, geographic location, and child characteristics.

In terms of gender (Table 5), both male and female respondents showed a strong preference for the brand personality dimension of competence. However, the utility score was notably higher among female respondents, reinforcing prior findings that women tend to be more risk-averse and emphasize functional trust in decisions affecting their families (Borghans et al., 2009; Magnusson & Roth, 2024). Women's heightened sensitivity toward institutional credibility, especially in sectors like education and healthcare, aligns with literature indicating that trust in service quality and professional reliability is a significant factor influencing maternal decision-making (Albanese et al., 2017; Jusot & Khlat, 2013; Xue, 2023). Consequently, branding strategies for homeschooling institutions may benefit from targeting maternal audiences through narratives of professional excellence and educational assurance. Conjoint analysis based on gender is shown on Table 5 and conjoint analysis based on age is shown on Table 6.

Table 5. Conjoint Analysis Based on Gender

A	L	Male		Female	
		U	I	U	I
Brand personality	Sincerity	-0.056	23.957	0.015	27.012
	Excitement	0.026		-0.064	
	Competence	0.038		0.046	
	Sophistication	-0.051		0.035	
	Ruggedness	0.044		-0.031	
Learning program basis	Interest and talent	0.075	23.256	0.137	23.849
	STEAM	-0.059		-0.039	
	Sustainability	0.000		0.008	
	Inclusivity	-0.015		-0.105	
Marketing channels	Social media marketing	0.032	21.744	0.029	20.459
	Website dan email marketing	-0.053		-0.051	
	Printed marketing	0.003		0.029	
	Event marketing	0.018		-0.006	
Source of reference	Friend	-0.023	31.043	-0.104	28.680
	Family	-0.020		0.006	
	Psychologist	0.104		0.161	
	School counselor	-0.061		-0.064	

When examined by age on Table 6, generational dynamics became more apparent. While most age groups preferred competence, respondents aged 30–34 leaned toward sophistication, indicating a modern, image-driven institutional expectation. Older respondents aged 45–54 showed a stronger inclination toward excitement, and those aged 55–64 leaned toward ruggedness. These generational shifts support the theory that institutional trust and value perception are shaped by historical and cultural contexts experienced by each generation (Strauss & Howe, 1991). Younger parents, typically Millennials,

may value innovation and prestige, whereas older generations emphasize resilience or stability, concepts embodied in ruggedness. This divergence underlines the importance of flexible brand identity that accommodates both aspirational and grounded values depending on target age segments. The basis of learning programs also demonstrated variance. Although the interest-and-talent approach emerged as the dominant preference overall, respondents aged 45–54 and 55–64 favored inclusivity, possibly reflecting a matured understanding of diversity and the systemic limitations of mainstream education. As Chan (2016) highlights, personal experiences and prolonged exposure to educational challenges often heighten parental empathy toward inclusion, while Slee (2013) argues that inclusive education serves as a counterbalance to institutional exclusion that older generations may have witnessed firsthand.

Marketing channel preferences, too, diverged along generational lines. Respondents aged 35–44 preferred social media marketing (0.071 utility), while those aged 55–64 expressed stronger preferences for print media (0.075) and showed negative utility scores for digital channels. This reflects generational media consumption habits—where older individuals remain more comfortable with traditional, static formats—while younger demographics align with fast-paced, interactive digital storytelling (Azad et al., 2023; Duffett, 2017; Gurunathan & Lakshmi, 2025; Haroon, 2020; Nhedzi, 2018). For strategic outreach, homeschooling institutions should therefore calibrate channel deployment based on the age profile of their target market (Table 6)

Table 6. Conjoint Analysis Based on Age

A	L	30-34		35-44		45-54		55-64	
		U	I	U	I	U	I	U	I
Brand personality	Sincerity	-0.025	26.657	0.013	23.906	-0.052	29.060	-0.020	20.062
	Excitement	-0.043		-0.040		0.132		-0.020	
	Competence	0.040		0.067		0.009		-0.320	
	Sophistication	0.055		-0.063		-0.114		0.080	
	Ruggedness	-0.027		0.023		0.025		0.280	
Learning program basis	Interest and talent	0.109	23.719	0.158	23.986	-0.056	22.904	-0.025	11.954
	STEAM	-0.042		-0.048		-0.094		0.075	
	Sustainability	0.028		-0.035		0.044		-0.225	
	Inclusivity	-0.095		-0.075		0.106		0.175	
Marketing channels	Social media marketing	0.006	20.680	0.071	22.344	0.031	18.985	-0.025	6.549
	Website dan email marketing	-0.011		-0.093		-0.169		-0.025	
	Printed marketing	0.010		0.024		0.046		0.075	

Table 6. Conjoint Analysis Based on Age

A	L	30-34		35-44		45-54		55-64	
		U	I	U	I	U	I	U	I
	Event marketing	-0.005		-0.003		0.092		-0.025	
Source of reference	Friend	-0.062		-0.073		-0.017		-0.838	
	Family	-0.004	28.944	-0.011	29.764	0.021	29.051	0.013	61.435
	Psychologist	0.111		0.162		0.098		1.013	
	School counselor	-0.045		-0.078		-0.102		-0.188	

The basis of learning programs also demonstrated variance. Although the interest-and-talent approach emerged as the dominant preference overall, respondents aged 45–54 and 55–64 favored inclusivity, possibly reflecting a matured understanding of diversity and the systemic limitations of mainstream education. As Chan (2016) highlights, personal experiences and prolonged exposure to educational challenges often heighten parental empathy toward inclusion, while Slee (2013) argues that inclusive education serves as a counterbalance to institutional exclusion that older generations may have witnessed firsthand.

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In the case of reference source preferences, psychologist recommendations were preferred across all age groups, yet with stark intensity among the 55–64 group (utility = 1.013). This underscores the reliance of older parents on professional validation in complex decisions, affirming the influence of lived experiences on the need for authoritative advice. Conversely, younger parents (30–44 years) still valued psychologists but also considered input from school counselors and family. These patterns reflect the evolving trust structures within generational cohorts and the varying degrees of reliance on expert versus peer sources (Davies & Kandel, 1981; Hovland & Weiss, 1951; Läpple & Barham, 2019). Segmenting the results by occupation (Table 7) reveals notable differentiation in preference patterns, particularly in relation to the brand personality and learning program basis attributes. Resondents with professional backgrounds such as teachers, lecturers, and healthcare workers, tended to show a strong preference for the "competence" brand personality dimension. This tendency can be attributed to their exposure to rigorous quality standards and evidence-based practices, which shapes their expectations of educational institutions. According to Zulfikar & Hakim (2024), professionals in the academic and medical sectors tend to value institutions that demonstrate functional reliability, measurable outcomes, and technical expertise. This is consistent with Smith et al. (2006) and Amartey (2019), who noted that competence is often the most salient dimension in brand perception for service-oriented industries where trust is critical.

Table 7. Conjoint Analysis Based on Occupation

A	L	Guru / Dosen		Ibu Rumah Tangga		Pegawai Negeri Sipil		Karyawan		
BUMN	Karyawan Swasta			Tenaga Kesehatan		Wiraswasta				
		Utility	I	U	I	U	I	U	I	U	I
	U	I	U	I							
Brand personality			Sincerity		0.027	22.461	0.049	27.884	-0.100	21.928	-0.067
	30.264	-0.027	25.545	0.056	27.129	-0.033	24.904				
	Excitement		0.093		-0.068		0.033		0.000		-0.014
		0.056		-0.052							
	Competence		0.160		0.049		0.033		0.067		0.012
		0.096		0.078							
	Sophistication		-0.240		0.038		0.100		0.000		-0.014
		-0.024		0.004							
	Ruggedness		-0.040		-0.068		-0.067		0.000		0.043
		-0.184		0.004							
Learning program basis			Interest and talent			-0.217	16.623	0.043	20.841	0.063	24.126
	-0.125	16.720	0.111	23.119	0.220	25.214	0.202	27.402			
	STEAM		0.117		0.035		-0.121		-0.025		-0.057
		-0.060		-0.095							
	Sustainability		0.050		0.011		-0.021		0.108		-0.010
		-0.020		0.021							
	Inclusivity		0.050		-0.089		0.079		0.042		-0.044
		-0.140		-0.128							
Marketing channels			Social media marketing			-0.008	13.310	0.003	20.410	-0.021	25.356
	-0.167	18.307	0.049	21.114	0.095	19.461	0.034	21.437			
	Website dan email marketing				-0.108		-0.079		0.096		-0.167
		-0.072		-0.085		0.001					
	Printed marketing			-0.108		0.097		-0.038		0.100	
	0.037		-0.125		-0.050						
	Event marketing	0.225			-0.021		-0.038		0.233		-0.015
		0.115		0.015							
Source of reference			Friend	-0.050	47.605	-0.199	30.864	0.021	28.589	-0.208	34.709
	-0.027	30.221	0.020	28.196	-0.065	26.257					
	Family	0.683		-0.038		-0.129		0.025		-0.009	
	-0.180		0.019								
	Psychologist		-0.317		0.304		0.204		0.092		0.051
		0.260		0.177							
	School counselor			-0.317		-0.067		-0.096		0.092	
	-0.014		-0.100		-0.130						

Conversely, respondents from non- government employees, leaned more towards professional sectors, such as housewives and personality dimensions like “sincerity” and

"sophistication." These dimensions reflect relational warmth and social image, which are often emphasized in domestic or public service environments (Whelan et al., 2010). It illustrates that expectations about homeschooling institutions are not solely formed based on general perceptions of quality but also shaped by the respondent's occupational worldview and social interactions within their work environment. Table 7 shows the conjoint analysis based on occupation.

In terms of program preferences, teachers and healthcare workers again showed distinct behavior. These groups expressed stronger preferences for STEAM-oriented curricula, possibly reflecting their awareness of the growing importance of interdisciplinary competencies in education. Pressick-Kilborn et al. (2021) argue that professionals in science-related fields are more likely to support STEAM approaches due to their emphasis on critical thinking, inquiry, and innovation. Similarly, Byma & Lycette (2023) assert that humanities-integrated science education fosters empathy and critical reflection, values deeply resonant with healthcare professionals. STEAM Approach also can enahnce the critical thinking skills and learning outcomes (Nurseta et a., 2024). This results also can be a basis to develop teaching modules (Ali dan Susilawati, 2024).

When marketing channel preferences were examined across occupations, professional respondents especially educators exhibited a notable inclination towards event marketing. This aligns with their appreciation for in-person engagement and structured information delivery formats. In contrast, private-sector employees and housewives favored social media and printed materials. Mangold & Faulds (2009) note that media effectiveness often depends on its integration with daily routines, suggesting that familiarity and ease of access can be decisive factors in marketing channel preferences.

From a branding perspective, professionals consistently rated competence highest, while housewives and civil servants occasionally favored sincerity, underlining that perceptions of institutional trustworthiness may differ based on whether one views it through a functional or emotional lens (Albanese et al., 2017; Jusot & Khlat, 2013). These findings reinforce the importance of market segmentation in educational services marketing, where tailoring messages and value propositions to professional backgrounds can improve resonance and engagement.

Turning to geographic segmentation, significant variations were also evident in how domicile shaped parental preferences. Respondents from metropolitan regions such as Greater Jakarta and Makassar consistently preferred brand personalities associated with competence. These urban centers are typically characterized by more competitive educational landscapes, higher exposure to diverse schooling alternatives, and greater reliance on professional standards in service evaluations (Gaither, 2017). Table 8 show the conjoint analysis based on domicile or geograhic segmentation.

In contrast, respondents from Denpasar leaned towards excitement, and those from Medan showed a preference for ruggedness traits associated with creativity, boldness, and resilience. These differences may reflect local cultural narratives or regional brand associations. According to Aaker et al. (2001) and Sung & Tinkham (2005), brand perception is often influenced by regional identity and socio-cultural context, suggesting that a one-size-fits-all approach to educational branding may fall short in regions with unique cultural frames.

Program preferences also varied significantly across locations. Cities like Bandung and Surabaya showed high support for interest-and-talent-based programs, while Denpasar and Yogyakarta had relatively stronger leanings towards inclusivity and sustainability. This might reflect the presence of local homeschooling communities or educational influencers promoting alternative learning philosophies in those areas. Moreover, the availability of educational support services, such as special needs resources or project-based curricula, likely influences such preferences.

Marketing channel preferences also shifted by region. Respondents from Surabaya and

Medan favored social media, possibly due to high internet penetration and digital literacy in these cities. Conversely, respondents from Makassar and Bandung showed greater preference for event-based and printed materials, suggesting a more relational and tactile information culture. These regional distinctions underscore the importance of adopting a location-sensitive approach to communication and outreach. Floris & Zoppi (2015) and Maity & Dass (2013) emphasize that geographic location affects both media consumption habits and trust in communication channels, particularly in services like education where emotional assurance is key.

Table 9. Conjoint Analysis Based on Monthly Income (in thousand)

A	L	<2500		2500-5000		5000-7500		7500-10000		10000-12500		12500-15000	>15000
		U	I	U	I	U	I	U	I	U	I		
Brand personality				Sincerity		0.103	27.110	-0.012	23.353	-0.035	26.852	-0.003	25.636
		-0.017	26.716	0.067	26.589	-0.013	25.797						
	Excitement		-0.047		-0.044		-0.090		0.035		-0.017		
		-0.053		-0.029									
	Competence		-0.097		0.053		0.080		-0.009		0.164		
		-0.027		0.043									
	Sophistication		0.120		-0.037		0.063		-0.028		-0.055		
		-0.107		0.001									
	Ruggedness		-0.080		0.040		-0.018		0.004		-0.074		
		0.120		-0.002									
Learning program basis				Interest and talent		0.108	25.734	0.074	21.324	0.166	23.262		
		0.098	23.968	0.127	24.143	0.025	27.585	0.112	23.613				
	STEAM		-0.042		0.010		-0.104		-0.045		-0.001		
		-0.075		-0.047									
	Sustainability		-0.042		0.003		0.045		-0.045		0.065		
		-0.062		0.004									
	Inclusivity		-0.025		-0.087		-0.108		-0.008		-0.192		
		0.112		-0.069									
Marketing channels				Social media marketing		-0.079	16.315	-0.015	21.567	0.047	20.592		
		0.153	24.237	-0.051	17.547	-0.042	20.346	0.030	20.970				
	Website dan email marketing				-0.063		-0.066		-0.030		-0.128		
		0.011		-0.142		-0.052							
	Printed marketing				0.121		0.102		0.009		-0.066		
	0.039		0.098		0.018								
	Event marketing		0.021		-0.021		-0.026		0.041		0.001		
		0.085		0.003									
Source of reference				Friend	-0.100	30.841	-0.059	33.755	-0.091	29.294	-0.034	26.158	
		-0.140	31.595	0.025	25.480	-0.071	29.620						
	Family	0.033		-0.030		-0.053		-0.034		0.021			
	0.098		-0.004										
	Psychologist		0.150		0.299		0.185		0.009		0.126		
		-0.062		0.138									

	School counselor		-0.083		-0.210		-0.040		0.059		
	-0.007	-0.062		-0.063							

Lastly, source of reference preferences across cities reaffirmed the centrality of psychologists in urban areas such as Jakarta, Yogyakarta, and Surabaya. Meanwhile, in Medan and Makassar, guidance counselors and peer references gained slightly more weight. This is likely due to differences in access to licensed professionals, as well as regional variation in the trust hierarchy among educational influencers (Läpple & Barham, 2019). These findings support the strategic importance of establishing localized partnerships with relevant endorsers and tailoring outreach strategies to regional social capital structures.

Table 9 shows conjoint analysis based on montly income. When segmented by monthly income, distinct patterns emerged across several attributes. For the brand personality attribute, respondents in the higher income brackets (above Rp 12.5 million per month) tended to value competence but also showed moderate interest in sophistication and sincerity. This group's preference indicates a more layered expectation that goes beyond functionality into symbolic value and emotional assurance. In contrast, those in the lower-income groups (< Rp 5 million) expressed a stronger inclination toward sincerity, emphasizing values such as honesty, care, and human connection. These findings echo the argument of Whelan et al. (2010) that socio-economic status influences not only purchasing power but also the emotional lens through which services are interpreted. Lower-income families, operating within more constrained conditions, may view sincerity as a signal of ethical commitment and relational trustworthiness, especially in sectors like education that are deeply personal.

Table 10. Conjoint Analysis Based on Parental Involvement

A	**L**	**Parenting**		**Communicating**		**Volunteering**		**Learning at Home**		**Decision Making**		**Collaborating**	
		U	**I**	**U**	**I**	**U**	**I**	**U**	**I**	**U**	**I**	**U**	**I**
Brand personality	Sincerity	0.006		-0.040		0.120		0.010		-0.048		-0.137	
	Excitement	-0.059		-0.004		-0.280		0.031		-0.028		0.120	
	Competence	0.042	25.934	0.105	23.171	0.020	23.875	-0.011	28.348	0.077	25.295	-0.023	21.513
	Sophistication	0.026		-0.040		-0.280		-0.040		-0.003		0.034	
	Ruggedness	-0.015		-0.022		0.420		0.010		0.002		0.006	

Learning program basis	Interest and talent	0.125	23.635	0.007	22.470	0.525	20.157	0.097	27.268	0.115	21.762	0.043	22.109
	STEAM	-0.084		-0.002		-0.375		0.022		0.005		-0.157	
	Sustainability	0.010		0.052		-0.075		0.015		-0.020		-0.014	
	Inclusivity	-0.051		-0.057		-0.075		-0.135		-0.100		0.129	
Marketing channels	Social media marketing	-0.004	20.792	0.018	26.626	0.088	22.505	0.004	17.334	0.140	21.437	-0.082	25.627
	Website dan email marketing	-0.045		0.036		-0.263		-0.011		-0.130		0.075	
	Printed marketing	0.051		-0.145		0.338		0.046		-0.030		-0.039	
	Event marketing	-0.002		0.091		-0.163		-0.039		0.020		0.046	
Source of reference	Friend	-0.098	29.639	0.109	27.732	0.025	33.464	-0.148	27.050	-0.026	31.506	-0.029	30.751
	Family	-0.037		0.200		0.225		-0.034		0.032		-0.086	
	Psychologist	0.160		-0.255		0.525		0.230		0.112		0.171	
	School counselor	-0.025		-0.055		-0.775		-0.048		-0.118		-0.057	

On the learning program basis attribute, parents from middle- and lower-income households largely preferred the interest-and-talent-based model. This preference likely reflects a practical orientation where parents seek education paths that align closely with their children's individual strengths, potentially enabling more efficient learning and reducing costs associated with remedial or mismatched instruction. By contrast, families with higher income showed increasing support for inclusivity-based programs. This may be attributed to their capacity to invest in broader educational experiences and their social awareness of diversity and equity in education. Chan (2016) and Slee (2013) both affirm that socio-economic privilege can foster a greater openness to inclusive philosophies, as such families often possess more exposure to progressive education models and value-based schooling environments.

Marketing channel preferences also diverged by income. Social media remained the dominant channel across all income levels, reflecting its ubiquitous presence and cost-efficiency in reaching audiences. However, printed materials were more favored among middle-income respondents, potentially due to perceptions of credibility, tangibility, or accessibility for households that may be less digitally inclined. Meanwhile, event marketing resonated more with high-income groups, aligning with their preference for curated experiences and direct interaction with service providers. These trends corroborate Kotler et al. (2016) assertion that marketing effectiveness in services is closely linked to the experiential and relational quality of communication, particularly for premium services such as customized education.

As for the source of reference, respondents from all income levels prioritized psychologists, although the degree of preference varied. High-income families were more likely to combine expert endorsements with familial references, suggesting a greater ability to process complex information from multiple sources. In contrast, lower-income groups showed more reliance on singular, authoritative figures like psychologists, underscoring their need for clarity, legitimacy, and reassurance in high-stakes decisions such as homeschooling (Hovland & Weiss, 1951; Läpple & Barham, 2019). This reinforces the importance of expert-backed marketing and trust-building for educational institutions targeting economically diverse populations.

Table 10 shows conjoint analysis based on parental involvement. Segmenting preferences based on parental involvement types also uncovered meaningful distinctions. Parents who identified with roles such as parenting, learning at home, and decision-making consistently preferred brand personalities characterized by competence. This finding highlights the direct relationship between involvement intensity and expectations of institutional professionalism. As shown by Đurišić & Bunijevac (2017), parents who engage deeply in their children's education often demand a higher degree of structure, transparency, and expertise from educational providers. This is particularly true in homeschooling, where the line between parent and educator becomes fluid and collaborative models thrive on mutual trust and capability.

In contrast, those active in volunteering and collaborating with the community exhibited stronger preferences for brand personality dimensions like excitement and ruggedness. These parents often operate in peer-to-peer educational ecosystems where community dynamics, activism, and innovation play central roles. Their brand expectations lean toward institutions that embody energy, adaptability, and courage, qualities that mirror their own engagement styles. Aaker et al. (2001) and Albinsson (2009) highlight how community orientation shapes brand perception, often favoring symbolic and experiential traits over traditional indicators of competence.

Learning program preferences also varied. While most involvement categories still preferred interest-and-talent-based programs, volunteers and collaborators leaned more toward inclusivity. This reflects a broader educational outlook shaped by social empathy and collective responsibility (Halsey, 2005; Jeptoo et al., 2024). Their participation in shared educational spaces often makes them more attuned to equity concerns and the importance of accommodating diverse learner needs.

In marketing channels, decision-making and parenting groups again preferred social media, reflecting their proactive information-seeking behavior. Conversely, volunteers favored event marketing, which provides relational value and community immersion, key motivators for this group's participation. This segmentation reinforces Mangold & Faulds (2009) conclusion that media effectiveness is contingent upon the consumer's lifestyle and engagement patterns.

Finally, in the source of reference dimension, parental involvement types also shaped trust hierarchies. Those in the parenting and decision-making categories strongly preferred psychologists, reflecting a high trust in expert validation. Meanwhile, communicating and volunteering groups leaned more toward

family and peer recommendations, possibly because their relational networks are more central to their decision-making processes. Epstein (1987) framework affirms that the type of parental engagement informs not only the depth but also the nature of influence that shapes educational choices.

Table 11 shows conjoint analysis based on number of children homeschooled. Parental preferences also showed variation based on the number of children being homeschooled. The majority of respondents had only one homeschooled child (80.70%), a pattern that reflects the individualization and selective nature of homeschooling as an educational alternative. For these families, brand personality dimensions such as competence and sincerity were prioritized, suggesting that when homeschooling is applied to a single child, parents are more focused on institutional reliability and emotional trust. This aligns with research by Goyette (2008), which argues that families often adopt homeschooling selectively when specific conditions such as personal aptitude, emotional needs, or scheduling flexibility warrant individualized educational strategies.

For families with two or more homeschooled children, however, a shift was noted toward sophistication and inclusivity in program preferences. This indicates that as homeschooling becomes a broader family commitment, parents may begin valuing curriculum models and institutional attributes that support long-term engagement, holistic learning environments, and social diversity. According to Thomas (2016a), larger homeschooling families often seek pedagogical models that are sustainable and socially integrative, especially when managing educational needs across multiple age levels.

In terms of marketing channels, single-child families leaned heavily toward social media, emphasizing immediacy, personalization, and digital efficiency. Families with more than one homeschooled child, however, showed stronger interest in event-based marketing, possibly due to their need for deeper validation, real-world interactions, or networking opportunities with other homeschooling communities. These insights align with Kotler et al. (2016), who emphasize the value of experiential marketing in complex service sectors such as education.

Table 11. Conjoint Analysis Based on Number of Children Homeschooled

A	L	1		2		3	
		U	I	U	I	U	I
Brand personality	Sincerity	-0.012	25.649	0.005	25.784	-0.267	32.756
	Excitement	-0.032		-0.021		0.067	
	Competence	0.034		0.092		-0.067	
	Sophistication	0.006		-0.041		0.200	
	Ruggedness	0.004		-0.035		0.067	
Learning program basis	Interest and talent	0.106	23.361	0.153	24.853	0.000	22.821
	STEAM	-0.047		-0.044		-0.067	
	Sustainability	0.014		-0.044		0.067	
	Inclusivity	-0.072		-0.064		0.000	
Marketing channels	Social media marketing	0.050	21.082	-0.052	21.082	-0.083	14.712
	Website dan email marketing	-0.045		-0.085		-0.017	

	Printed marketing	-0.002		0.102		0.117	
	Event marketing	-0.003		0.035		-0.017	
Source of reference	Friend	-0.089	29.909	-0.023	28.281	0.250	29.712
	Family	-0.001		-0.046		0.250	
	Psychologist	0.136		0.214		-0.483	
	School counselor	-0.046		-0.146		-0.017	

A particularly strategic insight arises from the intersection between children's age and condition, which can be visualized in the following interpretive matrix:

his matrix reveals two overarching patterns. First, typical children across age groups benefit from competence-driven institutions and talent-based programs supported by digital marketing. This underlines the generalizability of interest-and-talent learning as the dominant model in contemporary homeschooling for neurotypical students. Second, children with special needs, especially teenagers, necessitate a combination of emotional sensitivity (brand), inclusive programming, and interactive marketing formats. This suggests that education providers must develop dual-track strategies: one focused on mainstream talent development and another on specialized inclusive education with embedded emotional support.

Table 12 shows conjoint analysis based on children age and condition. In examining the intersection between children's age groups and special needs conditions, the conjoint analysis offers a nuanced understanding of parental preferences toward homeschooling institutions. The results indicate distinct patterns between parents of typically developing children and those of children with special needs (ABK), across both the 5–9 and 10–18 age groups. For brand personality, parents of typically developing children in both age categories consistently preferred competence, reflecting their expectation of professional and academically reliable institutions. Conversely, among parents of younger ABK children, sophistication emerged as the most valued brand personality dimension. This aligns with the literature suggesting that for parents managing special needs, the perceived emotional depth, refinement, and sensitivity of institutions become more critical than purely functional characteristics (Stoneman & Gavidia-Payne, 2006). For older ABK children, competence remained important, but its utility value decreased, while importance scores dropped sharply, suggesting that emotional safety and tailored engagement may take precedence over academic capability at this stage.

In terms of learning program basis, interest- and talent-based programs received the highest utility and importance scores across all segments except for the 10–18 ABK group. Here, inclusivity showed the highest importance (38.6%) and positive utility (0.125), underlining a shift in parental focus toward supportive learning environments that accommodate diverse learning needs. This is in line with UNESCO's inclusive education framework, which emphasizes tailored approaches for children with disabilities and reinforces their rights to equitable learning opportunities (UNESCO, 2017). These findings.

Table 12. Conjoint Analysis Based on Children Age and Condition

A	L	Typical 5-9 years old		Special need 5-9 years old		Typical 10-18 years old		Special need 10-18 tahun years old	
		U	I	U	I	U	I	U	I
Brand personality	Sincerity	-0.011	26.012	0.013	31.651	-0.031	24.455	-0.013	8.838
	Excitement	-0.016		-0.070		-0.060		-0.013	
	Competence	0.035		-0.020		0.093		0.053	
	Sophistication	0.002		0.147		-0.054		-0.013	
	Ruggedness	-0.010		-0.070		0.052		-0.013	
Learning program basis	Interest and talent	0.109	23.627	0.079	23.548	0.142	22.263	0.025	38.636
	STEAM	-0.037		-0.088		-0.079		0.058	
	Sustainability	0.006		0.013		0.015		-0.208	
	Inclusivity	-0.078		-0.004		-0.079		0.125	
Marketing channels	Social media marketing	0.032	20.656	0.017	20.010	0.032	21.187	-0.017	35.101
	Website dan email marketing	-0.056		-0.117		-0.001		-0.217	
	Printed marketing	0.022		0.083		-0.013		-0.017	
	Event marketing	0.002		0.017		-0.018		0.250	
Source of reference	Friend	-0.063	29.705	-0.098	24.791	-0.093	32.094	-0.058	17.424
	Family	0.006		0.010		-0.043		-0.025	
	Psychologist	0.093		0.244		0.257		0.242	
	School counselor	-0.035		-0.156		-0.120		-0.158	

also mirror Thomas (2016a) who argued that homeschooling offers a powerful platform for children to grow according to their authentic selves, provided inclusivity is embedded structurally.

Marketing channel preferences further reflect this segmentation. Social media marketing was generally favored for children without special needs, especially among those aged 5–9 and 10–18. However, for the 10–18 ABK group, event marketing had the highest importance (35.1%) and a utility of 0.250, suggesting that parents of older ABK children are more responsive to experiential and interpersonal channels that allow them to directly assess an institution's environment. This validates findings by Kotler et al. (2016), who emphasized the role of experiential marketing in high-risk decision contexts, where trust is built through direct interaction and observation.

The most critical distinction emerged in the source of reference attribute. Across all groups, psychologist referrals were consistently the most preferred. However, the highest utility (0.257) and importance (32.1%) scores were found among parents of 10–18-year-old children without special needs, suggesting that at this stage, professional validation strongly anchors the decision-making process. For parents of ABK children, both age groups reported high utility for psychologist endorsements (0.244 for 5–9 and 0.242 for 10–18), confirming that in contexts of educational uncertainty and complexity, credibility and trustworthiness from expert sources carry exceptional weight. This reflects Hovland & Weiss (1951) source credibility

theory, which emphasizes expertise and trust as central in shaping consumer beliefs.

These results point to the importance of differentiated strategies among homeschooling institutions. For families with ABK children particularly adolescents, marketing strategies should emphasize inclusive programs and build trust through event-based outreach and personalized, credible endorsements from psychologists. For typically developing children, institutions should reinforce their competence branding while maintaining flexible, talent-based learning structures. Overall, these intersectional insights emphasize that institutional positioning must account for both developmental stage and learning condition, with specific attention to psychological reassurance, inclusive pedagogy, and credible communications.

Table 13. Conjoint Analysis Based on Homeschooling Institutions (Part A)

A	L	HSPG		Kak Seto		SMM	TKAB	HSE	Altaschool		Anak Pelangi	
		U	I	U	I	I	U	I	U	I	U	I
Brand personality				Sincerity		-0.013	25.381	0.040	25.024	-0.027	29.559	-0.085
	28.959	0.037		22.993	0.023	22.784	-0.160	27.799				
	Excitement		-0.036			-0.002		0.000		-0.060		0.003
		-0.120		-0.071								
	Competence		0.022			-0.068		0.091		0.090		0.220
		-0.063		0.062								
	Sophistication		-0.013			0.007		0.091		-0.023		-0.163
		0.023		0.151								
	Ruggedness		0.041			0.023		-0.155		0.078		-0.097
		0.137		0.018								
Learning program basis				Interest and talent			0.156	22.994	0.081	26.594	0.085	21.847
	0.011	24.713		0.192	27.426	0.225	22.817	0.036	19.728			
	STEAM		-0.087			0.048		0.008		-0.008		-0.108
		-0.275		-0.153								
	Sustainability		0.012			-0.060		-0.056		0.030		0.142
		0.068		0.092								
	Inclusivity		-0.081			-0.069		-0.038		-0.033		-0.225
		-0.018		0.025								
Marketing channels				Social media marketing			0.015	21.286	0.097	19.339	-0.011	18.086
	0.073	22.265		0.046	23.548	-0.043	25.855	-0.033	15.897			
	Website dan email marketing					-0.017		-0.116		-0.030		-0.095
		-0.121		-0.100			-0.100					
	Printed marketing			0.009			-0.016		0.043		-0.020	
	0.079			0.157		0.100						
	Event marketing		-0.007			0.034		-0.002		0.042		-0.004
		-0.014		0.033								
Source of reference				Friend	-0.088	30.338	-0.002	29.043	-0.153	30.507	0.042	24.062
	-0.131	26.033		-0.007	28.543	-0.186	36.576					
	Family	-0.025		0.040			0.078		-0.127		-0.156	
	0.079			0.181								

Psychologist	0.144		-0.085		0.169		0.036		0.344		0.221		0.358		
School counselor		-0.031		0.048		-0.094		0.048		-0.056		-0.293		-0.353	

Table 14 shows conjoint analysis based on homeschooling institutions (Part B). The results of the conjoint analysis across homeschooling institutions (Table 13 and Table 14) reveal distinctive preference patterns that should inform strategic institutional development. Institutions such as Sekolah Murid Merdeka (SMM), Tunas Karya Anak Bangsa (TKAB), Homeschooling Entrepreneur (HSE), Windsor Homeschooling, and Bintang Mulia Homeschooling demonstrate a high alignment with the dominant parental preference for brand personality rooted in competence. For these institutions, the strategic recommendation is to intensify branding efforts that explicitly communicate their organizational professionalism, academic excellence, and student success rates. This includes publishing accreditation records, showcasing student achievements, and highlighting the credentials of faculty members. Institutions with dual dimensions such as SMM and Bintang Mulia, both associated with competence and sophistication that have the advantage of dual positioning, appealing to both functionally driven and prestige-oriented parent segments.

Conversely, institutions like Homeschooling HSPG, Kak Seto, Altaschool, and INRII that currently emphasize ruggedness or sincerity in their brand image must consider rebranding strategies that introduce a layer of competence without compromising their original identity. This could involve repositioning ruggedness as resilience in delivering consistent academic outcomes or reinterpreting sincerity as a commitment to professional care and student development. Integrating competence elements such as certified assessments, teacher profiles, and learning portfolios will enhance their competitive edge in a market where functional trust is increasingly valued (Aaker, 1997; Amartey, 2019; Sabuj, 2024).

Regarding the learning program basis, institutions that offer talent and interest-based curricula such as HSPG, Kak Seto, SMM, HSE, Altaschool, and Brilliant Homeschooling are in strong alignment with majority preferences and should continue to invest in personalized learning infrastructure. This includes diagnostic assessment tools, coaching services, and portfolio-based evaluation systems. Meanwhile, institutions currently emphasizing sustainability, inclusivity, or STEAM such as TKAB, Anak Pelangi, INRII, Flexi School, and Bintang Mulia need to consider integrating these orientations within a broader talent development framework. For instance, sustainability can be reframed as an interest-based pathway in environmental innovation, while inclusivity can serve as a differentiated track tailored for children with specific needs, aligning with UNESCO (2017) recommendations on inclusive education

Table 14. Conjoint Analysis Based on Homeschooling Institutions (Part B)

A	**L**	**Bintang Mulia**		**Windsor**		**INRII**		**Brilliant**		**Flexi School**		**Others**	
		U	**I**	**U**	**I**	**U**	**I**	**U**	**I**	**U**	**I**	**U**	**I**
Brand personality	Sincerity	0.053	19.745	-0.053	23.820	0.000	16.250	-0.080	25.813	-0.020	22.632	0.100	25.400

	Excitement	-0.013		0.013		0.000		0.120		-0.120		-0.033	
	Competence	0.053		0.213		0.000		0.020		0.080		0.067	
	Sophistication	0.053		-0.053		-0.100		0.220		0.180		-0.167	
	Ruggedness	-0.147		-0.120		0.100		-0.280		-0.120		0.033	
Learning program basis	Interest and talent	-0.017	19.569	0.058	18.692	0.000	38.750	0.338	22.611	-0.025	5.132	0.063	26.796
	STEAM	-0.217		0.158		0.000		0.188		-0.025		0.113	
	Sustainability	0.117		-0.175		0.100		-0.113		0.075		-0.121	
	Inclusivity	0.117		-0.042		-0.100		-0.413		-0.025		-0.054	
Marketing channels	Social media marketing	0.108	28.166	-0.275	31.105	-0.063	16.250	0.338	24.089	0.100	17.763	0.125	20.980
	Website dan email marketing	0.008		0.092		0.088		0.088		-0.100		-0.042	
	Printed marketing	0.008		0.225		-0.013		-0.413		0.100		-0.108	
	Event marketing	-0.125		-0.042		-0.013		-0.013		-0.100		0.025	
Source of reference	Friend	0.067	32.520	-0.108	26.384	-0.063	28.750	-0.225	27.488	0.100	54.474	-0.021	26.824
	Family	-0.333		0.192		0.088		0.075		0.200		-0.071	
	Psychologist	0.267		0.058		0.088		0.275		0.700		0.063	

School counselor	0.000	-0.142	-0.113	-0.125	-1.000	0.029

On the marketing channel attribute, institutions that already leverage social media platforms, namely HSPG, Kak Seto, TKAB, Bintang Mulia, Brilliant, and Flexi School are aligned with the dominant communication preferences of millennial parents. These institutions should refine their social media strategy with more targeted campaigns (e.g., segmented by child age or condition), use influencer testimonials, and invest in digital storytelling formats. Institutions still relying on print media, websites, or emails, such as SMM, HSE, Altaschool, Anak Pelangi, Windsor, and INRII are advised to reallocate marketing budgets toward digital presence enhancement. This shift is necessary to remain competitive in a market where decision-making is increasingly mediated by interactive, visual, and real-time content formats (Duffett, 2017; Kaplan & Haenlein, 2010; Mangold & Faulds, 2009).

Finally, the most significant attribute source of reference highlights the pivotal role of psychologist endorsements in shaping school preference. Institutions that have already partnered with psychologists, such as HSPG, SMM, HSE, Altaschool, Anak Pelangi, Bintang Mulia, Brilliant, and Flexi School, are advised to institutionalize these collaborations through formalized psychological assessment services, parenting workshops, and visible public endorsements. INRII Homeschooling, which integrates both psychologist and family-based references, is uniquely positioned to appeal to a broader segment, provided it can balance professional credibility with emotional intimacy in its communications. On the other hand, institutions depending on school counselors (Kak Seto, TKAB) or family recommendations (Windsor) should expand their partnership networks to include licensed child psychologists to gain higher trust scores from prospective parents (Hovland & Weiss, 1951; Stoneman & Gavidia-Payne, 2006).

In sum, the institutional implications of this study affirm that strategic alignment with segmented parental preferences whether through branding, curriculum design, marketing, or partnerships is essential for homeschooling institutions to remain relevant and competitive in an increasingly diversified educational landscape. Institutions must not only recognize the dominant preferences but also adapt dynamically to the emerging expectations of different socio-demographic clusters.

CONCLUSION

This study explored how Indonesian parents make decisions when choosing homeschooling institutions, focusing on four key attributes: brand personality, learning program basis, marketing channels, and sources of reference. The results reveal that parents' preferences are not arbitrary but reflect a structured and value-driven judgment shaped by trust, relevance, and personal alignment with educational goals. Among the evaluated attributes, the credibility of reference sources, particularly endorsements from psychologists emerged as the most critical driver, highlighting the pivotal role of professional validation in educational choices. This was followed by the perceived brand personality of institutions, with competence valued most for its association with professionalism and reliability. Parents also showed a strong inclination toward personalized learning programs based on their children's interests and talents, suggesting a growing demand for flexible, child-centered education. Social media was the most preferred marketing channel, reflecting the influence of digital connectivity in accessing information and forming opinions. These preferences varied across demographic segments, indicating that parental choices are deeply influenced by age, occupation, parenting style, family needs, and regional context. Overall, the findings emphasize

that decision-making in homeschooling is a nuanced process, influenced more by trust and alignment with family values than by technical curricular content alone, and therefore calls for adaptive strategies in service design, communication, and stakeholder engagement.

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