

ABSTRAK

Penelitian ini bertujuan menganalisis dinamika *enrolmen* di SD Katolik Trinitas melalui keterhubungan antara prestasi akademik dan non-akademik, pendidikan karakter berbasis COIS (Cerdas, Otentik, Iman, dan Solider), komposisi guru muda, relasi pendidikan, dan *educational trust* orang tua terhadap sekolah. Penelitian menggunakan desain *Sequential Explanatory Mixed Methods* dengan mengintegrasikan survei kuantitatif terhadap 97 orang tua, wawancara mendalam, *Focus Group Discussion* (FGD), serta analisis dokumen sebagai bagian dari proses triangulasi dan penguatan interpretasi temuan. Data kuantitatif dianalisis menggunakan statistik deskriptif untuk menggambarkan kecenderungan persepsi responden, sedangkan data kualitatif dianalisis melalui reduksi data, penyajian data, penarikan kesimpulan, dan integrasi berbagai sumber data untuk memperdalam serta menjelaskan hasil survei.

Hasil penelitian menunjukkan bahwa dinamika *enrolmen* di SD Katolik Trinitas tidak dapat dipahami melalui satu faktor tunggal, melainkan berkaitan dengan keterhubungan berbagai pengalaman pendidikan yang dimaknai orang tua melalui *educational trust*. Prestasi akademik dan non-akademik dipersepsikan sebagai legitimasi mutu sekolah, pendidikan karakter berbasis COIS menjadi pengalaman pendidikan yang paling konsisten dalam membangun kepercayaan orang tua, sedangkan profesionalitas guru muda berkembang melalui pembuktian kompetensi, kualitas pendampingan, dan relasi pendidikan yang dibangun dengan siswa serta keluarga. Relasi pendidikan yang ditandai oleh komunikasi terbuka, keterlibatan orang tua, dan perhatian terhadap perkembangan siswa menjadi konteks yang memperkuat pemaknaan berbagai pengalaman pendidikan dalam pembentukan *educational trust*. Kepercayaan tersebut selanjutnya berkaitan dengan loyalitas orang tua, retensi siswa, keputusan menyekolahkan anak berikutnya pada sekolah yang sama, serta rekomendasi positif kepada masyarakat yang mendukung keberlanjutan *enrolmen* sekolah.

Penelitian ini berkontribusi terhadap pengembangan kajian manajemen pendidikan dengan menunjukkan bahwa *educational trust* merupakan konstruksi multidimensional yang berkembang melalui pengalaman pendidikan yang berlangsung secara konsisten serta menjadi ruang interpretasi yang menghubungkan mutu pendidikan, pendidikan karakter, profesionalitas guru, dan relasi pendidikan dengan dinamika *enrolmen* pada sekolah dasar Katolik berbasis nilai.

Kata kunci: *educational trust*; dinamika *enrolmen*; pendidikan karakter berbasis COIS; relasi pendidikan; sekolah dasar Katolik.

ABSTRACT

This study examined the dynamics of student enrollment at SD Katolik Trinitas by exploring the interrelationships among academic and non-academic achievement, COIS (Intelligent, Authentic, Faithful, and Solidarity) based character education the composition of young teachers, educational relationships, and parents' educational trust in the school. The study employed a Sequential Explanatory Mixed Methods design, integrating a quantitative survey involving 97 parents, in-depth interviews, Focus Group Discussions (FGDs), and document analysis as part of data triangulation and interpretation. Quantitative data were analyzed using descriptive statistics to identify general patterns of parents' perceptions, while qualitative data were analyzed through data reduction, data display, conclusion drawing, and the integration of multiple data sources to explain and deepen the quantitative findings.

The findings indicate that the dynamics of student enrollment at SD Katolik Trinitas cannot be understood through a single factor. Rather, they are associated with the interrelationship of educational experiences interpreted by parents through educational trust. Academic and non-academic achievement was perceived as reinforcing the school's educational quality, while COIS-based character education emerged as the most consistent educational experience associated with the development of moral trust and affective trust through students' observable behavioral changes. The presence of young teachers was perceived positively in terms of creativity and instructional innovation, whereas parents' trust developed gradually through demonstrated professionalism, educational support, and the quality of relationships established with students and families. Educational relationships characterized by open communication, parental involvement, and continuous attention to students' development provided the context in which these educational experiences were interpreted and integrated into educational trust. Furthermore, educational trust was associated with parental loyalty, student retention, parents' decisions to enroll younger siblings in the same school, and positive word-of-mouth recommendations that supported the sustainability of student enrollment.

This study contributes to educational management by demonstrating that educational trust is a multidimensional construct developed through consistent educational experiences and serves as an interpretive framework linking educational quality, character education, teacher professionalism, educational relationships, and enrollment dynamics in a value-based Catholic elementary school.

Keywords: *educational trust; enrollment dynamics; COIS-based character education; educational relationships; Catholic elementary school.*