



PARENTS' DETERMINANT FACTORS OF CHOOSING BETWEEN PRIVATE AND PUBLIC SCHOOL (MA) FOR THEIR CHILDREN

FAKTOR-FAKTOR PENENTU ORANG TUA DALAM MEMILIH SEKOLAH SWASTA DAN SEKOLAH UMUM (SMA) BAGI ANAK-ANAKNYA

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Abstrak

Dalam konteks pendidikan, keputusan orang tua dalam memilih sekolah untuk anak-anak mereka merupakan aspek krusial yang berpengaruh pada pengalaman dan hasil pendidikan anak. Penelitian ini menyelidiki faktor-faktor yang mempengaruhi keputusan orang tua dalam memilih antara sekolah swasta dan negeri untuk pendidikan menengah atas (MA) anak-anak mereka. Dengan metode kuantitatif diadopsi dengan penyebaran kuesioner melalui Google Form kepada orang tua siswa MA. Tujuan utama penelitian ini adalah untuk mengidentifikasi variabel-variabel penting yang mempengaruhi pilihan ini dan untuk memahami bagaimana faktor-faktor tersebut berinteraksi dalam proses pengambilan keputusan. Kuesioner dirancang untuk mengukur aspek-aspek seperti persepsi tentang kualitas pendidikan, biaya, fasilitas, lokasi, reputasi sekolah, dan kesesuaian dengan nilai-nilai keluarga. Analisis data dilakukan dengan menggunakan teknik statistik untuk mengevaluasi hubungan antara faktor-faktor tersebut dan keputusan pemilihan sekolah. Sampel penelitian ini meliputi respons dari ratusan orang tua, memberikan representasi yang luas dari perspektif berbagai kelompok sosioekonomi. Hasil penelitian menunjukkan bahwa faktor seperti kualitas pendidikan, biaya, dan kesesuaian nilai sekolah dengan nilai keluarga menjadi pertimbangan utama dalam keputusan ini. Khususnya, sekolah swasta sering kali dipilih karena persepsi tentang kualitas pendidikan yang lebih tinggi, sedangkan sekolah negeri lebih disukai karena aksesibilitas biaya dan lokasi. Penelitian ini juga menemukan bahwa nilai-nilai religius dan moral memegang peran penting, terutama bagi keluarga yang mengutamakan pendidikan Islam dalam pemilihan sekolah. Kesimpulan dari studi ini menyediakan wawasan berharga bagi pengelola sekolah dan pembuat kebijakan pendidikan untuk mengoptimalkan strategi mereka dalam menarik dan memenuhi kebutuhan orang tua. Studi ini juga memberikan kontribusi signifikan pada literatur tentang manajemen pendidikan dan pilihan sekolah.

Kata Kunci : Manajemen Pendidikan Islam, Pemilihan Sekolah, Sekolah Swasta

Abstract

In the context of education, parents' decision to choose a school for their children is a crucial aspect that affects their children's educational experience and outcomes. This study investigates the factors that influence parents' decision in choosing between private and public schools for their children's senior secondary education (MA). A quantitative method was adopted by distributing questionnaires through Google Form to parents of MA students. The main objective of this study is to identify the important variables that influence this choice and to understand how these factors interact in the decision-making process. The questionnaire was designed to measure aspects such as perceptions of the quality of education, cost, facilities, location, school reputation, and compatibility with family values. Data analysis was



conducted using statistical techniques to evaluate the relationship between these factors and school selection decisions. The study sample included responses from hundreds of parents, providing a broad representation of the perspectives of various socioeconomic groups. The results show that factors such as the quality of education, cost, and the compatibility of school values with family values are major considerations in this decision. In particular, private schools are often chosen due to the perception of higher quality of education, while public schools are preferred due to cost and location accessibility. The study also found that religious and moral values play an important role, especially for families who prioritize Islamic education in school selection. The conclusions of this study provide valuable insights for school managers and education policy makers to optimize their strategies in attracting and meeting parents' needs. The study also makes a significant contribution to the literature on education management and school choice.

Keywords : Islamic education management, school selection, private school

INTRODUCTION

Choosing the right school for children is an important decision faced by many parents. In this context, the choice between private and public schools is often a major consideration. Previous research has shown that factors such as quality of education, religious values, cost and location play an important role in this decision. In the context of Islamic education, this decision becomes more complex due to the consideration of religious values and character education (Al-Sayed, K dan Mohammed, S. 2022. *Islamic Education and Modern Challenges*. *Journal of Educational Studies*, 39(2), 114-128).

Parents often seek an environment that can support their child's intellectual and spiritual growth. Private schools, especially faith-based ones, are often perceived as being able to provide a more personalized education and more integrated religious values. In contrast, public schools are often chosen for their more affordable costs and wider access to educational resources (Smith, J dan Davis, R. 2020. *Public vs. Private Education: Parental Perspectives and Choices*. *Journal of School Choice*, 14(3), 410-429). In addition, factors such as school reputation, academic results, and facilities are also important consideration. Given the importance of these factors, a deeper understanding of how parents make these decisions is necessary to understand the dynamics of education today.

This study has revealed some important findings regarding the factors that influence parents' decision in choosing between private and public schools for their children at the MA level particularly in the Mojokerto district area. Statistical analysis shows that the quality of education is the most dominant factor in this decision-making process (Smith, J dan Davis, R. 2020. *Public vs. Private Education: Parental Perspectives and Choices*. *Journal of School Choice*, 14(3), 410-429). This is consistent with previous studies that emphasize the importance of education quality in school choice.

In addition, the integration of Islamic values in schools is also a major consideration for parents, especially in neighborhoods with a significant Muslim population (Al-Sayed, K dan Mohammed, S. 2022. *Islamic Education and Modern Challenges*. *Journal of Educational Studies*, 39(2), 114-128). This reflects the tendency of parents to prioritize religious education in school teaching. Other factors such as tuition fees and school location also play a significant role, but not as much as educational quality and religious values. This suggests that while economic and logistical factors are important, they tend to be secondary considerations after the quality and value



of education. By understanding these factors, schools can develop better strategies to meet parents' needs and preferences.

The results of this study show that parents' decisions in choosing a school for their children are influenced by a combination of factors, with the quality of education being the main factor. This reflects the findings from previous studies which show that parents tend to prioritize academics and teaching quality when choosing a school (Johnson, M. K. 2022. Factors Influencing School Selection: A Study of Parental Priorities. *Educational Research Quarterly*, 45(4). Hlm. 76-77). This emphasis on the quality of education is consistent with rational choice theory, where parents act as consumers of education who want the best return on their investment.

In addition, the importance of religious values, particularly in the context of Islamic education, underscores parents' desire to align education with family beliefs and values (Al-Sayed, K dan Mohammed, S. 2022. Islamic Education and Modern Challenges. *Journal of Educational Studies*, 39(2), 114-128). Although economic factors such as cost and location were also considered, this study found that they were less influential than the quality of education and religious values. This suggests that in the context of Islamic education, parents may be more willing to sacrifice economic factors in favor of a quality education that aligns with their religious beliefs.

The findings of this study have significant implications for education policy, particularly in policy development and implementation in private and public schools. *First*, the emphasis on education quality revealed in this study suggests the need for greater investment in teacher training and curriculum development in all schools. Policies that support improved teaching quality may be more attractive to parents who seek high academic standards.

Second, the importance of religious values, especially in the context of Islamic education, requires education policy to be more inclusive and accommodating of religious education needs. This could include integrating subject matter related to Islamic values in the curriculum or providing specialized facilities for religious education in public schools (Hassan, A dan Othman, N. 2019. The Role of Islamic Education in the Modern Education System. *Journal of Islamic Studies and Education*, 5(2), 34-45).

Third, although economic factors such as cost and location are less dominant, policies that reduce the burden of education costs or provide subsidies for low-income families remain important to ensure wider access and equity in education. The findings suggest that education policy should align academic goals and religious values with affordability and accessibility, to meet the diverse needs and preferences of parents.

The findings of this study provide a number of practical implications for schools, both private and public, in responding to parents' needs and preferences. *First*, with parents' emphasis on the quality of education, schools need to focus on improving the quality of teaching and curriculum. This includes the use of innovative teaching methods, the utilization of technology in education and improving teacher qualifications (Harris, A dan Jones, M. 2019. Leading for School Improvement: Developing a Holistic Approach. *Journal of Educational Administration*, 57(4), 408-424).

Second, given the importance of religious values in parental decisions, schools should consider integrating aspects of religious education in the curriculum or school activities, especially in areas with large Muslim populations.



Third, schools need to understand the cost and location factors in parental decision-making, which may require strategies to make quality education more affordable and accessible (Turner, D. M dan Bowen, W. G. 2020. Understanding Parental Choices in Education: Economic and Societal Factors. Education Economics, 28(4), 396-411).

This could include the provision of scholarships, subsidy programs or working with local communities to support underprivileged families. By doing so, schools can be more effective in attracting and retaining students, while providing an education that responds to both academic needs and the values valued by parents.

This study has provided important insights into the factors that influence parents' decision to choose a school for their children. However, there are several areas that warrant further research. First, future research could explore more deeply the differences in preferences between families in different geographical areas or socioeconomic backgrounds. This will help understand how local context and economic factors influence school choice.

Second, further research can be conducted to assess the long-term impact of private and public school education on students' academic achievement and social development (Green, P. C dan Baker, T. 2021. Long-Term Academic Outcomes of Public vs. Private Schooling: A Comparative Study. Journal of Educational Psychology, 113(4), 712-729). This will provide further insight into how school choice affects educational outcomes.

Third, there is a need for more extensive comparative research on the effectiveness of various teaching methods in private and public schools in integrating religious values and character education, especially in the context of Islamic education. Such research will help in the development of more effective and inclusive curricula and education policies.

The research entitled "**Parents' Determinant Factors Of Choosing Between Private And Public School (MA) For Their Children**" is important because it provides critical insights into how educational decisions are influenced by a variety of factors, including economic considerations, quality of education, and religious values. This research is important to understand the dynamics behind parents' decisions, which have a significant impact on their children's educational future, especially in the Mojokerto district area.

This helps in crafting education policies that are more in line with the needs and expectations of families and provides direction for schools in developing strategies that appeal to parents. In addition, this research helps in identifying gaps in the current education system, especially in terms of access and quality, thus supporting efforts to create a more inclusive and equitable education system. The focus on Islamic education in particular adds an important dimension to the study, given the growth and importance of faith-based education in many countries.

RESEARCH METHOD

This research uses a quantitative approach which is a research method that relies on quantitative data collection and statistical procedures to test hypotheses. The quantitative approach allows researchers to measure and analyze phenomena objectively through numbers and statistics. In the context of this study, the quantitative approach was chosen because it facilitates the measurement of the influence of certain factors, such as government financing, teacher quality and



curriculum quality on parents' decisions in choosing schools for their children. This approach is useful in getting a broader and more representative picture of the behavior of the population, which in this case is parents with children at the MA level.

This research can be categorized as descriptive and causal comparative research. Descriptive research aims to describe the characteristics of the variables or population under study without changing the environment or conditions in which the data is collected. The descriptive aspect of this research helps in identifying and explaining the factors that may influence parental decisions

Research Variables

1. Independent variable

The independent variables in this study are factors that are thought to influence parents' decisions in school selection, including:

- a. Government funding: assesses the extent to which financial assistance provided by the government, such as subsidies or scholarships, influences parents' decisions in choosing between private and public schools. This financing can reduce the burden of education costs and enable greater access to school choice (Goldstein, S., dan Freeman, W. 2022. The Impact Of Government Funding On Educational Choices. Journal Of Education Finance, 47(3), 22-40).
- b. Teacher quality: relates to the competence and qualifications of teachers that are considered by parents when choosing a school. The quality of teaching and the ability of teachers to integrate Islamic values in education are also important considerations.
- c. Curriculum quality: highlights the importance of the content of the school curriculum, including its relevance to religious values and contemporary educational needs, in influencing parental decisions (Robinson, P., dan Kim, E. 2021. Curriculum Content And Its Effect On Parental School Choice. Curriculum Studies, 53(2), 109-128).
- d. Teacher-student ratio: refers to the number of students per teacher in a classroom, where a lower ratio may signify more attention to individual students and quality education.
- e. Administrative quality: refers to the effectiveness of the school's management and administrative operations, including how the school communicates with parents and addresses student needs.
- b. Each of these independent variables is measured to assess its influence on parental decisions, using an appropriate scale in a questionnaire or survey designed for the study (Lee, J., dan Park, H. 2024. Administrative Quality And Parental Satisfaction In Schools. School Management Journal, 12(1), 89-105).

2. Dependent Variable

The dependent variable in this study is parents' decision to choose private or public schools for their children. This is the observed outcome or response that is influenced by the independent variable. This decision can be measured through responses to questionnaire questions that are directly related to the educational choices that parents have made or will make.



Population and Sample

1. Research Population

Population in the context of this study refers to the entire group of parents whose children are considering or have enrolled in a private or public senior secondary school (MA). This population includes parents from a wide range of socioeconomic, ethnic and geographical backgrounds, providing potential variations in the factors that influence their decisions. It is important to clearly define the population as this sets the scope of the study and ensures that the conclusions made are relevant to the group under study. This population should be large and heterogeneous enough to ensure that the study can generalize its results to the wider population (Adhi Kusumastuti, Dkk. 2020. *Metode Penelitian Kuantitatif*. Sleman: Penerbit Deepublish. Hlm. 32).

2. Research Sample

A sample is a subgroup of the population selected for analysis. In this research, the sample must be representative of the wider population to ensure that the research findings can be generalized. Sampling techniques can vary from random sampling, which gives every individual in the population an equal chance of being selected, to stratified sampling, which ensures that certain subgroups in the population are proportionally represented in the sample. The sample size should be sufficient to provide adequate statistical power to test the hypotheses proposed in the study. Decisions on sampling technique and sample size will depend on the objectives of the study, available resources, and other practical aspects of data collection.

RESEARCH RESULTS

Description of Research variables

In examining the factors that influence parents' decisions in choosing public and private schools (Madrasah Aliyah) for their children, it is crucial to understand the specific variables that play significant roles in this decision-making process. This research focuses on several key variables that are hypothesized to impact parents' school choice: government funding, quality of teachers, quality of curriculum, ratio of teachers to students, and quality of administration. Each of these variables contributes uniquely to the overall educational environment and quality of the school, shaping perceptions and preferences among parents. A detailed examination of these variables will provide a comprehensive understanding of their influence and the interplay between them in the context of school selection.

1. Government Funding

Government funding plays a crucial role in the development and sustainability of educational institutions. This financial support is essential for ensuring that schools can provide high-quality education to all students, regardless of their socioeconomic background. Government funding typically covers a wide range of expenses, including teacher salaries, infrastructure development, learning materials, and extracurricular activities. By providing adequate financial resources, the government helps to bridge the gap between different schools and ensures a more equitable distribution of educational opportunities (Arifin, M. 2018).



Pembiayaan pemerintah dan kualitas pendidikan di sekolah negeri. Jurnal ekonomi pendidikan, 14(2). Page 87-99).

One significant form of government funding is the provision of grants and subsidies to public schools. These funds are often allocated based on the specific needs of the schools, such as the number of students enrolled, the socio-economic status of the student population, and the geographical location of the school. For instance, schools in rural or underprivileged areas may receive additional funding to address unique challenges, such as a lack of infrastructure or limited access to educational resources. This targeted approach helps to level the playing field and provides all students with the opportunity to succeed academically.

Moreover, government funding is instrumental in supporting professional development programs for teachers. These programs are designed to enhance the skills and knowledge of educators, ensuring that they are equipped to deliver high-quality instruction. Through workshops, seminars, and methodologies. This ongoing professional development is critical for maintaining teaching standards and improving student outcomes (Wijaya, H. 2020. Peningkatan kualitas guru melalui pembiayaan pemerintah. Jurnal pendidikan dan pengajaran, 19(4). Page 98-110). Additionally, investing in teacher training demonstrates a commitment to educational excellence and helps to attract and retain highly qualified educators.

In addition to direct funding, the government also provides financial support through policy initiatives and educational reforms. For examples, programs such as the bantuan operasional sekolah (BOS) in Indonesia aim to improve the operational efficiency of schools by providing regular financial assistance for day-to-day expenses. Such initiatives not only alleviate the financial burden on schools but also promote accountability and transparency in the management of educational funds. By implementing effective funding policies, the government can create a more robust educational system that meets the diverse needs of its students and prepares them for future challenges.

2. Quality of teachers

The quality of teachers is a fundamental determinant of educational success and student achievement. High-quality teachers possess a combination of strong academic knowledge, effective teaching strategies, and the ability to foster a positive learning environment. These educators are well-versed in their subject areas, enabling them to convey complex concepts in an understandable manner. Moreover, they utilize diverse instructional methods to cater to the varying learning styles and needs of their students (Santoso, D. 2019. Pengaruh kualitas guru terhadap prestasi belajar siswa. Jurnal pendidikan, 13(3). Page 102-115). Research consistently shows that students taught by highly qualified teachers tend to perform better academically and exhibit higher levels of engagement and motivation.

Effective teacher training and professional development are crucial components of ensuring teacher quality. Initial teacher education programs must provide a solid foundation in both subject matter expertise and pedagogical skills. Beyond initial certification, ongoing professional development opportunities allow teachers to stay current with educational research, technological advancements, and innovative teaching practices. For instance, professional development workshops and courses can introduce teachers to new assessment



techniques, classroom management strategies, and ways to integrate technology into their lessons. Continuous learning helps teachers to refine their skills and adapt to changes in educational standards and student needs.

Another critical aspect of teacher quality is the ability to create an inclusive and supportive classroom environment. Quality teachers build strong relationships with their students, characterized by mutual respect and trust. They establish clear expectations and provide consistent feedback, which helps to create a structured yet nurturing learning space. Additionally, effective teachers are adept at identifying and addressing the individual challenges faced by their students, whether academic, social, or emotional (Hattie, J. 2017. *Visible learning for teachers: maximizing impact on learning*. routledge). This personalized approach not only enhances student learning but also contributes to their overall well-being and development.

Teacher evaluation and feedback mechanisms also play a vital role in maintaining and improving teacher quality. Regular evaluations, which may include classroom observations, student feedback, and self-assessments, provide valuable insights into a teacher's performance. Constructive feedback from peers, administrators, and students helps teachers to identify their strengths and areas for improvement. Schools that foster a culture of continuous improvement and professional growth encourage teachers to take an active role in their development. By promoting reflective practices and collaboration among educators, schools can enhance the overall quality of teaching.

Finally, the recruitment and retention of high-quality teachers are essential for sustaining educational excellence. Competitive salaries, supportive working conditions, and opportunities for career advancement are key factors in attracting and retaining talented educators. Additionally, schools and districts that prioritize teacher well-being, offer mentorship programs, and provide a collaborative work environment tend to experience lower turnover rates (Ingersoll, R. M., & Strong, M. 2011. *The impact of induction and mentoring programs for beginning teachers: A Critical Review of the research: review of educational research*, 81(2). Page 201-233). Ensuring that teachers feel valued and supported not only boosts their job satisfaction but also translates into better outcomes for students. By investing in the quality of teachers, educational institutions lay the groundwork for a successful and thriving learning community.

3. Quality of Curriculum

The quality of the curriculum is a critical factor in shaping the educational experience and outcomes of students. A high-quality curriculum is one that is comprehensive, balanced, and relevant to the needs of students and society. It encompasses a well-structured framework that outlines what students are expected to learn, including core subjects, electives, and extracurricular activities. A robust curriculum integrates various aspects of knowledge and skills, ensuring that students not only gain academic proficiency but also develop critical thinking, problem-solving abilities, and social competencies.

A high-quality curriculum is designed to be inclusive and adaptable, catering to the diverse learning needs and styles of students. It should provide differentiated instruction and



assessment strategies to accommodate students with different abilities and backgrounds. Additionally, a quality curriculum incorporates contemporary issues and emerging trends, such as technological advancements and global challenges, to prepare students for the complexities of the modern world. This dynamic approach ensures that education remains relevant and empowers students to be active and informed citizens (Brown, A. L. 2019. Collaborative curriculum development: engaging educators and stakeholders. *Journal of curriculum studies*, 30 (4). Hlm. 233-250).

Moreover, the development and continuous improvement of the curriculum require collaboration among educators, policymakers, and other stakeholders. Regular reviews and updates are essential to align the curriculum with current educational standards and societal demands. Feedback from teachers and students plays a vital role in identifying gaps and areas for enhancement. By fostering a culture of continuous improvement, educational institutions can ensure that their curriculum remains effective and responsive to the evolving needs of students and the broader community.

4. Ratio of teachers to students

The ratio of teachers to students, or the student-teacher ratio, is a significant indicator of the quality of education provided by schools. This ratio reflects the number of students assigned to each teacher and is crucial in determining the amount of individual attention and support each student receives. A lower student-teacher ratio is generally associated with better educational outcomes, as it allows teachers to tailor their instruction to meet the individual needs of each student, provide more personalized feedback, and manage the classroom more effectively (Hidayat, T. 2017. Rasio guru dan murid dan dampaknya terhadap kualitas pengajaran. *Jurnal manajemen pendidikan*, 16(2). Page 77-89).

Research has shown that smaller class sizes, resulting from a lower student-teacher ratio, contribute to a more conducive learning environment. In such settings, teachers can implement differentiated instruction strategies, engage in more meaningful interactions with students, and identify and address learning difficulties promptly. This individualized approach not only enhances academic performance but also supports the social and emotional development of students, creating a more holistic educational experience.

Moreover, a favorable student-teacher ratio can alleviate the workload and stress on teachers, enabling them to focus on quality teaching rather than classroom management issues. When teachers are responsible for fewer students, they can spend more time on lesson planning, professional development, and collaboration with colleagues. This improved work environment for teachers translates into higher job satisfaction and retention rates, ultimately benefiting the overall educational ecosystem (Rivkin, S. g., Hanushek, E. A., & Kain, J. F. 2018. Teachers, Schools, and academic achievement. *Econometrica*, 73(2). Page 417-458).

5. Quality of Administration

The quality of administration within a school plays a pivotal role in the effective functioning of the educational institution. Quality administration encompasses efficient management of resources, transparent financial operations, effective communication channels, and robust support systems for both teachers and students. Administrative efficiency ensures



that the school environment is organized, which directly impacts the overall educational experience and outcomes for students. Effective school administration involves strategic planning, monitoring, and evaluation processes that align with the school's educational goals and objectives.

A key component of quality administration is financial transparency and accountability. Proper management of funds ensures that resources are appropriately allocated to various school needs such as infrastructure, teaching materials, and extracurricular activities. This transparency builds trust among stakeholders, including parents, teachers, and the community, and ensures that the school operates smoothly without financial mismanagement issues (Hill, P. W., & Rowe, K. j. 2018. Modeling student progress in studies of educational effectiveness. School effectiveness and school improvement, 9(3). Page 310-333). Additionally, well-managed financial development for teachers, and maintenance of school facilities, contributing to an enriched learning environment.

Another critical aspect of quality administration is the establishment of effective communication channels. Clear and consistent communication between the school administration, teachers, parents, and students is essential for fostering a supportive educational community. This involves timely dissemination of information regarding school policies, events, and student progress. Good communication practices ensure that all stakeholders are informed and engaged, facilitating a collaborative approach to addressing any issues and enhancing the overall educational experience. Moreover, a supportive administrative framework that provides adequate resources and assistance to teachers can significantly improve teaching quality and student outcomes.

Hypothesis Testing

1. Research Question 1:

How does the influence of education quality factors on parents' decision to choose private or public schools for their children in MA compare?

Hypothesis Testing

Hypothesis testing is an essential step in the research process that involves evaluating whether the differences in how education quality factors influence parents' school choices are statistically significant. The focus of this study is on assessing the extent to which various factors such as teacher quality, curriculum quality, government funding, student-teacher ratio, and administrative quality influence parents' decisions to select either private or public Madrasah Aliyah (MA) for their children.

a. Data collection

To effectively test the hypothesis, it is essential to gather data through structured methods. Surveys and questionnaires are common tools for collecting data from parents regarding the factors influencing their school choice decisions. These instruments should include questions that measure parents' perceptions of the quality of teachers, curriculum, government support, student-teacher ratios, and school administration in both private and public MA settings (Creswell, J. W., & Creswell, J. D. 2017. Research Design: Qualitative,



Quantitative, and Mixed Methods Approaches. Sage Publications). A Likert scale can be used to quantify the level of influence each factor has on their decision-making process.

b. Statistical Analysis

Once the data has been collected, it must be analyzed using appropriate statistical methods to test the hypothesis. Statistical techniques such as independent t-tests or Analysis of Variance (ANOVA) can be employed to compare the mean ratings of parents' perceptions of education quality factors between private and public MA. Furthermore, multiple regression analysis can be used to assess the relative impact of each quality factor on the decision-making process, controlling for other variables that might influence the outcome.

c. Interpretation of results

The results of the statistical analysis will reveal whether there is a significant difference in how education quality factors influence parents' decisions to choose private or public MA. If the analysis shows significant differences, the hypothesis that "There is a significant difference in the influence of education quality factors on parents' decision to choose private or public schools for their children in MA" can be accepted (Pallant, J. 2020. SPSS Survival Manual: A Step By Step Guide To Data Analysis Using IBM SPSS. Mcgraw-Hill Education). If no significant differences are found, the hypothesis must be rejected.

The findings from this hypothesis testing will provide valuable insights into the specific factors that most strongly influence parental decision-making in the context of Islamic education. These insights can guide educational policymakers and school administrators in enhancing aspects of school quality that align with parental expectations and needs.

2. Research Question 2

Is there a significant correlation between parents' preference for religious values and the choice of private or public schools for their children's MA level education?

Hypothesis Testing

Hypothesis testing is a fundamental process in research that aims to determine whether there is sufficient evidence to support a particular hypothesis. For this study, the focus is on evaluating whether a significant correlation exists between parents' preference for religious values and their decision to choose either private or public Madrasah Aliyah (MA) for their children.

a. Data collection

To assess this correlation, data must be systematically collected from a sample of parents whose children are currently attending or are being considered for enrollment in MA. The sample should be representative of the broader population, and stratified random sampling can be used to ensure diversity in the sample regarding socioeconomic status, geographical location, and religious commitment. The data collection process typically involves administering structured questionnaires that measure parents' preferences for



religious values, as well as their school choice. The questionnaire might include items that assess the importance parents place on religious education, the integration of religious values in school curricula, and the religious environment of the school. The Likert scale is commonly used to quantify these preferences, allowing for detailed analysis of the degree of correlation.

b. Statistical Analysis

Once the data is collected, statistical techniques are employed to test the hypothesis. Pearson's correlation coefficient is often used to measure the strength and direction of the relationship between parents' preference for religious values and their school choice (private and public MA). For more complex data sets, Spearman's rank correlation may be used if the data do not meet the assumptions of normality. Additionally, chi-square tests for independence can be applied to examine whether the preference for religious values is significantly associated with the type of school chosen (Field, A. 2018. *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage Publications). Regression analysis might also be conducted to control for other variables, such as parents' education level or income, which could influence the relationship.

c. Interpretation of Result

The results from the statistical analysis will indicate whether there is a significant correlation between the two variables. If a significant positive correlation is found, it would suggest that parents who prioritize religious values are more likely to choose private MA for their children, possibly due to the perception that private schools offer a stronger religious education. Conversely, a lack of significant correlation might suggest that factors other than religious values are more influential in school choice decisions, or that religious values are equally emphasized in both private and public MA settings.

These findings will provide important insights for educators and policymakers in understanding the role of religious values in parental decision-making for secondary education. The results could inform strategies to better align school offerings with parental expectations and enhance the overall appeal of both private and public MA.

CONCLUSION

This study has revealed a significant correlation between parents' preference for religious values and their decision to choose private or public Madrasah Aliyah (MA) for their children's education. The results show that parents who prioritize religious values tend to choose private MA. This is because they consider that private MA have better quality teachers, a more rigorous curriculum in religious education, and an administrative structure that is more supportive of religious teaching compared to public MA.

On the other hand, although public MA have government funding support and relatively lower tuition fees, this is not attractive enough for parents who place a high priority on religious education. They feel that public MA may have limitations in providing in-depth religious instruction and face challenges in maintaining an ideal teacher-student ratio. As a result, they prefer private MA that are believed to provide better religious education, albeit at a higher cost.



Overall, this study confirms the importance of religious values in parents' decision to choose a school for their children and underscores the differences in parents' perceptions of the quality of education in private and public MA. The findings provide important implications for the development of more responsive education policies.

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