

Background of Parents in Selecting School for Children at Primary School Level

Miftakhul Jannah^{1✉}, Suwito Eko Pramono², Yuli Utanto²

¹ Universitas Muhammadiyah Purwokerto, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received 10th October
2019

Accepted 29th January
2020

Published 15th June
2020

Keywords:

Background, primary
school, primary
education.

Abstract

Education is aimed at improving the quality of human life, both individually and in society. Education is not separated from an institution where learning is a school. There is no denying the quality of service between public and private schools. However, the phenomenon is in contrast to current on-going program of the government to promote qualified and affordable education through public schools. This research aims to analyze background of primary school selection for parents as seen at a private school in Purwokerto. This research uses qualitative method with study case type. The research was conducted at a primary school in Purwokerto. The data sources were obtained from the students' parents, teachers, and the principal. Techniques of collecting data were observation, comprehensive interview, and document study. The validity test was done by source triangulation. The finding showed that parents considered two factors: theological and academic factors. The theological factor was based on religious consideration. Parents wanted their children to have strong religious foundation. The academic factors dealt with the human resource ability to achieve both academic and non-academic achievements for the students.

✉ Address correspondence:

Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kecamatan Kembaran, Kota,
Kabupaten Banyumas, 53182, Indonesia
E-mail: sayamita24@gmail.com

p-ISSN 2252-7001
e-ISSN 2502-454X

INTRODUCTION

Education, as elaborated by Rule Number 20 Year 2003, is a conscious and planned effort to realize learning situation and process for students actively by developing their potencies to have spiritual power, self-control, personality, intelligence, valuable characteristics, and needed skill by society, nation, and the country.

Education is an important thing to prepare next generation. Education is seen as “human capital” investment because excellent education is a key to secure future and to achieve success (Aulia, 2018).

Education has important role to improve human resource quality as determinant of long-term success for children (Ansari, 2018). Qualified education is as effort to empower mind to foster better human (Goldhaber, 2016).

Ansari (2018) states the importance of qualified primary education as determinant of long-term success of children. Education surely has important role in improving qualified human resource and is as learning process for individuals to reach higher knowledge and understanding (Fadjrin, 2017). Education has important role in improving quality of human resource and is as meant to prepare qualified generation, started from their childhood until their mature period (Yulianti et al, 2018).

It could not be ignored that there are discrepancies between public and private school services. Private school currently becomes favorite option as educational investment for children. Benson et al (2015) in their findings stated that in London, private schools were better than public schools. Parents preferred the schools by considering the offered quality from the schools. Based on Indonesia Educational Statistics in Brief, for recent 4 years, private school, especially in Central Java province, has rising numbers. It could be explained as in the table:

Table 1. Statistic Data of School Numbers based on Their Statuses

Year	School Statuses				
	Public	%	Private	%	Total
2014/ 2015	18.114	94.62	1.030	5.38	19.144
2015/ 2016	18.046	94.55	1.041	5.45	19.087
2016/ 2017	17.977	94.42	1.063	5.58	19.040
2017/ 2018	17.925	94.21	1.102	5.79	19.027

The urgency of education is not merely as school responsibility but there is a need of role and support from family and society parties. It could not be ignored that the first and primary environment obtained by children is family. William Bennert (in Megawangi, 2003: 15) stated that in carrying out function to guide and counsel children, there are several influential factors, such as family, society, and school. Those factors become dominant when the interaction patter of children in the environment becomes something complex and interrelated.

Marisyah et al. (2019) revealed that Ki Hajar Dewantara’s educational concept teaches the importance of Three Education Centers which are intercorrelated in family, school and society. They influence into character and personality development of children. Therefore, the role of parents in educating children becomes an important matter both in learning process and academic achievement perspectives, morality, cognition, and skills. Parents have right and obligation to determine school choices for their children. 2018).

At present days, there is a latest trend of education. There are many phenomena of parents trusting education for their children future investments to Islamic base educational institutions, as for example “Integrated Islam School”, such as Integrated Islamic Primary School, Integrated Islamic Junior High School, and so forth which sometimes put high rate upon their educational services. However, the interesting thing is parents voluntarily pay the school fees and they seem so proud due to their capabilities to pay the fees. It surely puts them

into position into parental choice of education. However, the phenomenon is in contrast to current on-going program of the government to promote qualified and affordable education through public schools. The society should entrust their children educations to government who has authority and education financial budget. However, the reality shows there are many people believing more in private educational institution which its business orientation cannot be ignored. In this occasion, educational phenomenon promoted by private parties emerges anywhere.

This research aims to analyze background of primary school selection for parents as seen at a private school in Purwokerto. This research is expected to enrich knowledge and valuable insight, especially for educational policy makers and practitioners.

METHOD

This research is qualitative research with study case approach. It is a qualitative study which discusses actual life, has contemporary limitation system (cases), or has various limited system (various cases) through detail and comprehensive data collection which cover all information sources or compound information sources (i.e, seeing, interviewing, audiovisual matter, and document as well as various reports), and reports the case description and theme of the case (Creswell, 2015: 135).

This research was conducted at private Primary School in Banyumas Municipality. The subjects consisted of the student's parents, teachers, and principal. To obtain the expected data, the data was collected through observation, comprehensive interview, and document study. The validity test was done by source triangulation. The analysis technique used Mile and Huberman analysis method model. According to Miles and Huberman (in Sugiyono, 2013: 338), generally the process of qualitative data processing consists of four activity flows orderly. They are data collection, reduction, presentation, and verification or conclusion.

FINDINGS AND DISCUSSION

Education is a foundation for children. Excellent education is school, society, and family responsibility. Family becomes main part in determining children educations. Family has right to provide appropriate education for children. To obtain appropriate education, there is a need of qualified and sufficient educational institution. Parents have important roles to select school which is thought to be suitable for children.

In 21st century, the interesting changes are about educational trend, especially Islamic education in Indonesia.

It is due to the emergence of Integrated Islamic School found in most parts of this country (Suyanto, 2015). It was firstly built by Masjid Kampung ITB and UI activists. The educational institution have been spread all over Indonesian regions (Suyatno, 2013). The fast growing school development shows that Integrated Islamic School becomes latest trend in Indonesian Islamic education.

Theological Factor

The reason of parents selecting school under theological category is based on religious consideration. The theological reason of parents to send their children at private primary schools in Purwokerto was dominant than other factors. Several things were stated by the parents in selecting primary school for their children, one of them they said that:

“Seeking the excellent religious quality. Excellent religious background. Very important religious bases for me” (W/OT-SP/ 7 November 2019).

Similar statement was stated by the students' parents. They thought that “I am an ordinary person and are not from a very religious family. Thus, the most important for my children is to understand the religion” (W/OT-MR 31 November 2019). A very strong statement was also stated by other students' parents as seen in the interview. They stated that

“Balance education occurs between academic and religious educations. It is in line with the parents’ hopes to put their students schooling at Al Irsyad Primary School” (W/OT-F/ 3 November 2019).

OT-SP argued that one of considerations to select their children school was the existence of qualified program of the school. The program embodied into exemplary class which was appropriate with educational hope for students. It is strengthened by KS as in his statement as follow,

“...The second thing from Al-Qur’an program from parents is included into taking into account Al-Irsyad based on religious aspect. On the Al-qur’an program, we have an Al-Qur’an exemplary class program” (W/KS/4 March, 2019).

Through the interview with the principle, it was obtained one of qualified programs of the school. It was an advance program from kindergarten level into SHS level at Al-Irsyad. The principal stated that:

“...Parents have thought where to take their students since they thought it was less beneficial only to memorize Al-Qur’an. Later, at primary school level, they would have 10 chapters, JHS would have 10 chapters, and SHS level also would have 10 chapters. Thus, frequently the students would take kindergarten until SHS programs. Thus, the output from primary school could be considered sustainable” (W/KS/4 March, 2019).

The existence of the sustainable program made parents know the goal and purpose of their children’s educations. Parents would consider the sustainable program since there was zoning system implemented by current government.

Septhevian (2014) in his research stated that teacher quality, cost, and school environment made parents tended to select public school than private school. based on the interview, it was obtained that:

“To empower the children’ foundations from religious, morality, characteristics, and academic aspects: (W/OT-RN/6 November, 2019).

It is in line with parents’ statements telling that “children should know their religion from the basic matters. It is begun by the basic principle. The basic characteristics is excellent. The teaching method also prioritizes religion” (W/OT-SM/6 November, 2019), and MR’s parents also stated that, “... Within context of being aware in which the school has religious ecosystem, then the children will follow the situation and proceed to progress into children with valuable characteristics” (W/Ot-MR/31 October, 2019).

Based on the interview results of each informant, it was obtained three statements concerning to background of selecting their children’s school. They were quality of excellent religious education. Parents hoped to make their children to have better personalities. It was included into external factor coming from the students’ parents. It is supported by Ihwan (2016) stating that one of determinant of parents’ choice toward children’s education is motivation to make their children reaching achievements, being useful for both nations and religion, being useful for themselves, family, and society once they graduate, and having capability to master computer and language.

Religious characteristic becomes an important matter based on the informants. Current fast growing development era triggers various anxieties for parents. Foundation of religious characteristics becomes an important matter. Character internalization becomes a required matter in present days. Ki Hajar Dewantoro (in Maudana, 2019) stated that education could not be seen only from knowledge transfer process but also from value transformation process. It could be said as process of humanizing.

Goleman (in Feronika and Sitohang, 2016) also stated that intellectual quotient only contributes 20% of an individual’s success. The remaining 80% is determined by other factors which come from self-management and other people (soft skill). Among those quotients, emotional quotient as skill to motivate an individual self, to overcome frustration, to control heart, to control mood, to have empathy,

and to cooperate. The formation of students' soft skill could be done through character education.

Character education development could not be done instantly by giving suggestion, command, or instruction. However, it should be beyond those things. Character education needs exemplary or role model, patience, habituation, and repetition. Based on those things, character education process is educational process experienced by students as experience formation to foster personalities through personal experiences of certain values of life, religion, and moral (Kepennas, 2010). Character cannot be inherited, purchased, or either exchanged. It should be fostered and developed consciously through lengthy process. Character should be developed through stages, such as knowing, acting, and habitualizing. It means that character is not only limited on knowledge but it is far beyond. Therefore, three good character components are needed, such as moral knowing, moral feeling, and moral action. They are needed to make students understand, feel, and realize valuable values (Nasihuddin, 2016).

Directorate of Primary and Middle Education (in Sutarmi et al, 2016) declare that school should make students to be characterized humans. It is an effort to habitualize them to have nationality and patriotism. Character development at school is an effort to do synergically by all school members, such as principal, teacher, and employee (Kemendiknas, 2010).

Based on the facts, religious character was done regularly before the class was started. Children had to pray before learning and read Al-Qur'an for 15 minutes. Dhuha prayer or dhuha shalah together is obligated by the school. Memorizing the holy verses and daily prays are done regularly at school. Every Friday, there is Jum'at prayer or shalah at nearest mosque from the school. Daily charity is also done regularly. It could internalize religious character which was emphasized by the school.

It is in line with Spthevian (2014) telling that influential factor of parents' preferences to select either private or public schools are

qualities of teachers, religions, school facilities, school environment, and school security. Benson et al. (2015) in his research showed that parents would consider quality of children's school as future determinant.

Thus, it could be concluded that several parents hoped religious character internalization existence for their children's educations. Freud (in Hasanah, 2017) stating that failures of good personality internalization at early childhood age would impact to troublesome personality in children's mature ages. Parenting success in solving personal conflict at early childhood age would determine the children's success later. Challenges of current era development triggers concerns for parents, especially dealing with moral and character changes. Therefore, parents prefer to provide foundation in the form of religious character for their children.

Sustainable character internalization needs synergy done both by school and parents. Based on observation result, school giving similar teaching as it is at home is proven by the existence of mediatoin between parents and the home class teacher. It has purpose to monitor students both in term of memorizing the verses until shalah activities done by them. The purpose was to provide equal learning both at home and school.

Academic Factor

This factor is based on achievement and performance of educational institution which shows that the institution is managed professionally. Professionalism and performance of educational institution management have significant influences to quality of academic achievements. Educational institution which has high achievement becomes an option for society.

This reason becomes important factor for parents in selecting primary school at a private primary school in Purwokerto. It realizes into school achievement, teacher's quality, good learning process, and sufficient facilities in learning process.

The obtained achievements might cover school - academic competition achievement, non-academic achievement, graduation

academic achievement, and no drop out students. The achieved academic competition achievement by school might cover from local until international events. The principal stated that in 2018 the children could obtain golden, silver, and bronze medals in IMSO events in Singapore and TIMO in Thailand (W/KS/4 March, 2019). Meanwhile, the non-academic competition achievement could be considered high (mostly obtaining district until international level championship). Then, the academic achievement graduation for recent five years always obtained first or second rank in national examination in regional level with 100% graduation percentage. The students were also accepted in various favorite JHS and Integrated Islamic Junior High School.

Beside being supported by the existence of the achieved achievement, it could not be ignored there was influence of qualified and reliable human resource. It was proven by the existence of teacher training to improve the educators. It was stated as follow:

“There are so many training. We regularly do it every semester. For home class teacher, the class teacher, Islamic teacher, and employee training. It has become regular agenda for each semester of the school (W/GK-DK/6 November, 2019)”

The qualified human resource is needed as supportive and sufficient facilities. Based on the observation result, it was found that class room was designed as comfortable as possible. There were several facilities, such as air conditioner and light - movable chairs and tables. The maximum numbers of the students are 30 plus two teachers. There were several computer laboratories and complete science laboratories. Supported by various - complete media, they supported facilities in learning process.

It is in line with Haryono (2017) stating that school requires support from competent educational technology to support and facilitate the teachers and school staffs to learn and to be professional.

CONCLUSION

After conducting the research and analyzing the data, it could be concluded there were two factors of the parents' reasons to select primary school for their children at one of primary schools in Purwokerto. The theological factor embodies into parents' will to make their children brilliant intellectually and spiritually.

REFERENCE

- Ansari, Arya, dan Pianta, Robert C. 2018. The role of elementary school quality in the persistence of preschool effect. *Elsevier Journal Children and Youth Services Review* 86, 120-127. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0190740917308277>
- Aulia, W. Devika. 2018. Pengaruh Motivasi Belajar dan Pola Asuh Orang Tua Melalui Disiplin Belajar Terhadap Prestasi Belajar Siswa. Universitas Negeri Semarang: *Tesis Pascasarjana*
- Benson, M., Bridge, D., and Wilson, D. 2015. *School Choice in London and Paris – A Comparison of Middle-class Strategies. SOCIAL POLICY & ADMINISTRATION ISSN 0144-5596 VOL. 49, NO. 1, PP. 24-43.* Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1111/spol.12079>
- Creswell, John W. 2013. *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed.* Yogyakarta: Pustaka Pelajar
- Fadjrin, A. M. dan Muhsin. 2017. Pengaruh Lokasi Sekolah, Promosi Sekolah, Persepsi dan Teman Sebaya Terhadap Minat Siswa Memilih Jurusan. Universitas Negeri Semarang: *Economic Education Analysis Journal*, 6 (2) 352-364. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/16425>
- Feronika, Junita Lorensia., dan Sitohang, Hotmaulina. 2016. Kepemimpinan Kepala Sekolah, Pendidikan Karakter, Pendidikan Keluarga, Budaya Sekolah,

- dan Kepemimpinan Guru (Studi Kualitatif Pengelolaan Konflik Antar Siswa di SD ST. Caroline. *Jurnal Manajemen Pascasarjana Universitas Kristen Indonesia*, 5 (2). Retrieved from <http://ejournal.uki.ac.id/index.php/jmp/article/view/654>
- Haryono, B., Utanto, Y., dan Subkhan, E. 2017. Educational Technologist Competencies at School. *Advances in Social Science, Education and Humanities Research*, 1 (173). Retrieved from <https://www.atlantispress.com/proceedings/icei-17/25892889>
- Hasanah, Nur. 2017. Peran Orang Tua dalam Pendidikan Karakter Anak Usia Dini Melalui Ranah Afektif. *Prosiding Seminar Tahunan Fakultas Ilmu Sosial Universitas Negeri Medan*, 1(1): 371-374. Retrieved from <http://semnastafis.unimed.ac.id/wp-content/uploads/2017/11/32.-Nur-Hasanah.pdf>
- Ihwan, M. 2016. Tafahus faktor penarik dan pendorong yang mempengaruhi keputusan orang tua Memilih tempat studi untuk anaknya di Madrasah Ibtida'iyah Nurul Huda 2 Surodinawan Kota Mojokerto. *Jurnal Ilmiah Pendidikan Agama Islam*, 6 (2). Retrieved from <http://jurnal.stitradenwijaya.ac.id/index.php/tdb/article/view/20>
- Kementerian Pendidikan dan Kebudayaan. 2015. *Indonesia Educational Statistics in Brief 2014/2015*. Jakarta: Pusat Data dan Statistik Pendidikan dan Kebudayaan. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwimx_Sct5fnAhVTg-YKHZObABMQFjAAegQIBBAB&url=http%3A%2F%2Fpublikasi.data.kemdikbud.go.id%2FuploadDir%2Fisi_0BCC909B-1F8E-43E5-BB98-4AE4E0C97BB3_.pdf&usg=AOvVaw1kp9Nj5TEfBcMTzjSSwiIP
- Kementerian Pendidikan dan Kebudayaan. 2016. *Indonesia Educational Statistics in Brief 2015/2016*. Jakarta: Pusat Data dan Statistik Pendidikan dan Kebudayaan. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwi3nfO2t5fnAhU94HMBHU6oBrEQFjABegQIAhAB&url=http%3A%2F%2Fpublikasi.data.kemdikbud.go.id%2FuploadDir%2Fisi_FBB7E3E1-3F01-49E6-B1BC-E1DA8E608D33_.pdf&usg=AOvVaw0VofAgr4EqyMeeBSD5oNA4
- Kementerian Pendidikan dan Kebudayaan. 2017. *Indonesia Educational Statistics in Brief 2016/2017*. Jakarta: Pusat Data dan Statistik Pendidikan dan Kebudayaan. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwj4pZjSt5fnAhUCH7cAHdEUCs0QFjABegQIBxAB&url=http%3A%2F%2Fpublikasi.data.kemdikbud.go.id%2FuploadDir%2Fisi_525ACC29-BCEE-432D-8BB2-194BCCAE107E_.pdf&usg=AOvVaw0LSOMOfI7bXG4uO-IrsYdj
- Kementerian Pendidikan dan Kebudayaan. 2018. *Indonesia Educational Statistics in Brief 2017/2018*. Jakarta: Pusat Data dan Statistik Pendidikan dan Kebudayaan. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwj4pZjSt5fnAhUCH7cAHdEUCs0QFjAAegQIBRAB&url=http%3A%2F%2Fpublikasi.data.kemdikbud.go.id%2FuploadDir%2Fisi_FBB7E3E1-3F01-49E6-B1BC-E1DA8E608D33_.pdf&usg=AOvVaw0VofAgr4EqyMeeBSD5oNA4
- Marisyah, Ab., Firman, dan Rusdinal. 2019. Pemikiran Ki Hadjar Dewantara Tentang Pendidikan. *Jurnal Pendidikan Tambusai* 3 (6) 1514-1519. Retrieved from <https://jptam.org/index.php/jptam/article/view/395>
- Mudana, I Gusti Agung Made Gede. 2019. Membangun Karakter dalam Perspektif

- Filsafat Pendidikan Ki Hajar Dewantara. *Jurnal Filsafat Indonesia*, 2 (2). Retrieved from <https://ejournal.undiksha.ac.id/index.php/JFI/article/view/21285>
- Megawangi, Ratna. 2003, *Pendidikan Karakter untuk Membangun Masyarakat Madani*. IPPK Indonesia Heritage Foundation
- Nasihuddin, M. 2016. Pola Pendidikan Karakter dengan Konsep Spiritualisasi Pendidikan (Studi Kasus di Madrasah Ibtidaiyah Ma'arif Tempurrejo Ngawi). *Jurnal Manajemen dan Pendidikan Islam Pascasarjana Unipdu Jombang*, 1(2). Retrieved from <http://journal.unipdu.ac.id/index.php/dirasat/article/view/535>
- Prihantono, P., Soemanto, RB dan Haryono, B. 2018. Keputusan Orang Tua dalam Menentukan Pendidikan Dasar Bagi Anak di Desa Pandeyan, Kecamatan Ngemplak Kabupaten Boyolali. *Journal Analisa Sosiologi* 2(1). Retrieved from <https://jurnal.uns.ac.id/jas/article/view/17388>
- Septhevian, R. 2014. Faktor-faktor yang Mempengaruhi Keputusan Orangtua dalam Memilih Sekolah Dasar. *Tesis*. Yogyakarta: Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta <http://e-journal.uajy.ac.id>
- Sugiyono. 2013. *Metodologi Penelitian Pendidikan*. Bandung: Alfabeta
- Sutarmi., Raharjo, Joko Tri., dan Pramono, Eko Suwito. 2016. Implementasi Pelaksanaan Pendidikan Karakter Sebagai Landasan Wawasan Kebangsaan di SMK Negeri 1 Kendal Kabupaten Kendal. *Journal of Educational Social Studies*, 5(2). Retrieved from <https://journal.unnes.ac.id/sju/index.php/jess/article/view/14078>
- Suyanto. 2015. Sekolah Dasar Islam Terpadu dalam Konsepsi Kelas Menengah Muslim Indonesia. *Analisa Journal of Social and Religion*, 22 (1) 121-133. Retrieved from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjKmdTJuJfnAhWH6XMBHcL8Bq4QFjAAegQIBRAB&url=https%3A%2F%2Fmedia.neliti.com%2Fmedia%2Fpublications%2F41992-ID-integrated-islamic-primary-school-in-the-middle-class-muslims-indonesia-concepti.pdf&usq=AOvVaw3D-LVksKX2c933W8LjDQQv>
- Suyanto. 2013. Sekolah Islam Terpadu (Genealogi, Ideologi, dan Sistem Pendidikan). *Disertasi*. Program Pascasarjana UIN Sunan Kalijaga Yogyakarta.
- Yulianti., Haryono., dan Utanto, Yuli. 2018. The Management of Learning Innovation to Achieve The Quality of Graduates in SMK Negeri 1 Kuningan. *Educational Management UNNES*, 7 (1). Retrieved from <https://journal.unnes.ac.id/sju/index.php/eduman/article/view/24087>