



Determinants of Parents' Decision to Choose Private Junior School

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ABSTRAK

Setiap orang tua mempersiapkan masa depan anak-anaknya dengan memberikan pendidikan yang baik. Orang tua lebih sering memilih SMP swasta dari pada negeri karena dianggap memberikan pendidikan yang lebih baik. Hal ini didorong berbagai faktor mulai dari guru, kualitas pelayanan sekolah, fasilitas belajar, serta lingkungan sosial orang tua. Penelitian ini bertujuan untuk menganalisis faktor-faktor pendorong keputusan orang tua memilih SMP swasta. Jenis penelitian ini yaitu kuantitatif. Penelitian ini menggunakan 100 sampel yang diperoleh melalui teknik purposive sampling. Sampel penelitian merupakan orang tua yang mempercayakan SMP swasta sebagai lembaga pendidikan anak-anaknya. Metode pengumpulan data menggunakan kuesioner. Instrumen pengumpulan data menggunakan lembar angket. Teknik yang digunakan untuk menganalisis data yaitu statistik inferensial. Data penelitian dianalisis dengan regresi linear berganda. Hasil penelitian menunjukkan bahwa kualitas guru memengaruhi signifikan terhadap keputusan orang tua dalam memilih SMP swasta. Penelitian ini juga membuktikan adanya pengaruh signifikan kualitas pelayanan terhadap keputusan orang tua memilih SMP swasta. Fasilitas belajar telah terbukti memberikan pengaruh signifikan pada keputusan orang tua memilih SMP swasta. Selanjutnya penelitian ini juga membuktikan bahwa lingkungan sosial memengaruhi orang tua untuk memilih SMP swasta.

ABSTRACT

Every parent prepares their children's future by providing a good education. Parents often choose private junior high schools over public ones because they are thought to provide a better education. It is driven by various factors ranging from teachers, the quality of school services, learning facilities, and the parents' social environment. This research aims to analyze the factors driving parents' decisions to choose private junior high schools. This type of research is quantitative. This research used 100 samples obtained through the purposive sampling technique. The research sample was parents who entrusted private junior high schools as their children's educational institutions. The data collection method uses a questionnaire. The data collection instrument uses a questionnaire sheet. The technique used to analyze data is inferential statistics. Research data was analyzed using multiple linear regression. The research results show that teacher quality significantly influences parents' decisions in choosing private junior high schools. This research also proves that there is a significant influence of service quality on parents' decisions to choose private junior high schools. Learning facilities have been proven to significantly influence parents' decisions to choose private junior high schools. Furthermore, this research also proves that the social environment influences parents to choose private junior high schools.

1. INTRODUCTION

Education is an important part of creating excellent human resources (HR). Education involves more than just the subject matter taught; it also involves how students learn and grow as responsible individuals (Darmawan, et al., 2021; Ismaya et al., 2023). With good education, it will affect the level of progress in a country (Benito et al., 2020; Satria & Herumurti, 2021). The importance of education for a person makes many parties pay attention to education issues (Kamar et al., 2020; Renwick et al., 2012). The government, educational institutions, parents, and students work together to obtain good educational output. It can also help improve education management efficiently. Currently, formal schools are organized by two parties: the government with public schools and private schools operated by private entities, not the government (Benito et al., 2020; Nguyen, 2016). Private schools are starting to attract the attention of some parents. Parents have more confidence in private schools that will provide better quality

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(Fatah & Komariah, 2020; Kundu & Bej, 2021; Qoyyimah, 2018). Parents opt to enroll their children in private middle schools because they believe that they will provide better competencies when compared to public junior high schools (Kamayuda, 2016; Perwita & Widuri, 2023). There are various driving factors for parents to choose private schools. For example, the quality of teachers, school services, learning facilities, and the social environment this diversity is often considered one of the benefits of the education system in private middle schools.

Parents have the right to manage their children's education. Previous research findings also state that the family has an important role in children's education (Aulia & Amra, 2021; Đurišić & Bunijevac, 2017; Özkan Yıldız & Yılmaz, 2021; Zhu et al., 2022). Every parent feels the need to choose an educational institution that can improve the competence of the child. Parents' decision to choose a school for their children is an important step in ensuring quality education (Hohlfeld et al., 2018; Karima & Kurniawati, 2020). The choice of a school is an outcome of an assessment that mirrors parents' desires and anticipations to offer the finest education for their children (Hafalir et al., 2021; Sumarsono et al., 2019). The number of educational institutions available means parents need to be careful when choosing the right school for their children. In general, parents aspire to provide their children with a quality education to secure a bright future (Anggraini, 2021; Suastariyani & Tirtayani, 2020). Parents take into account the caliber of education provided by the school, including the curriculum, teachers, and track record of student achievement. The learning outcomes obtained by students at school constitute one of the factors parents contemplate when selecting a school (Hidayatul M, 2018; Tong et al., 2021).

Parents decide to choose private junior high schools because of the superior quality of teachers (Yaacob et al., 2014). Other research found that superior-quality teachers have the ability to provide effective teaching that will create a positive learning environment (Chen, 2022; Melesse & Gulie, 2019; Nurjanah & Sofiwati, 2019). Qualified teachers, including those with deep academic knowledge and superior pedagogical skills, can often produce a learning atmosphere that triggers and provides support for student motivation (Darmawan, Issalillah., et al., 2021; Djazilan & Darmawan, 2022; Mardikaningsih, 2019). In addition, teachers who have a deep understanding of the subject they teach and are able to teach with effective methods tend to provide better quality teaching. This can affect student achievement and help them develop the competencies required for private schools (Darmawan & Mardikaningsih, 2022; Mardikaningsih et al., 2022).

Student achievement is formed from disciplined learning patterns that can contribute to improving students' understanding and their ability to face challenges such as exams or assignments (Arifin & Kurniawan, 2022; Djazilan & Darmawan, 2021). This will impact stress if students do not have discipline in their learning. Students who have the ability to manage their emotions more effectively tend to be able to increase their level of concentration and productivity while learning. Teachers who have high quality standards generally show superior performance (Aprilianti et al., 2019; Darmawan, 2015; Pramudya & Mardikaningsih, 2022). This can lead to satisfaction for teachers (Darmawan, Mardikaningsih., et al., 2021; Karina et al., 2015; Sigita & Hakim, 2022). Private schools continue to develop their teachers' abilities in order to create learning activities that are in accordance with learning targets. Private schools prioritize the quality of teachers in order to improve student learning outcomes (Jones, 2016; Khayru & Issalillah, 2022).

Parents' decision to choose a private junior secondary school is due to its good quality of service. Private junior high schools offer more services when compared to public junior high schools. The quality of services offered is not only related to learning activities but also to student psychology (Bauman & Wasserman, 2010; Bruno & Dell'Aversana, 2017). When schools provide services that pay attention to students' psychological aspects, this can help students feel accepted, valued, and supported (Kiling & Kiling, 2015; Ulfa & Na'imah, 2020). As a result, students generally have a higher level of self-confidence and positive feelings related to the learning process. Private school teachers take the time to talk to parents to discuss student learning. This makes it easier for parents to know the learning activities that their children are participating in. With this more detailed information, parents have the opportunity to take a more engaged role in bolstering their children's education. Private schools also offer better learning facilities to support students' learning activities (Damayanti et al., 2021; Yaacob et al., 2014). As a way to improve learning achievement, private schools invest in educational amenities, including well-appointed classrooms, comprehensive libraries, laboratories, and sporting facilities. In private schools, students have alternative rooms to study in so that they are not bored (Bukhari & Randall, 2009; Qoyyimah, 2018). Learning activities in private schools usually use superior facilities when compared to public schools.

Other research found that parents prefer private junior high schools because of the influence of the social environment (Rehman et al., 2010; Yaacob et al., 2014). Other research said that social environment is a situation around a person that determines a person's behavior (Ceresia, 2017; Obaki, 2017b; Raiden & King, 2021). The social environment can be a family environment, a work environment,

or a residential environment (Mardiyah et al., 2021; Obaki, 2017b; Sholihah & Mufidah, 2021). The social environment in which a child lives can be a factor that influences his education. Parents get examples of children's learning outcomes in their social environment. Parents tend to choose the same school as children from their social environment because the child has extraordinary learning achievements. This tendency arises because parents think that the social environment that produces successful students will positively impact their children's educational progress. Parents hope their children can achieve equivalent or superior results by entering a school with outstanding students. However, until now, there has been no study regarding the motivations that cause parents to choose private secondary schools. Parents have the right to manage their child's education and choose a school they feel can improve their child's competence. Various factors encourage parents to choose private middle schools over public middle schools. Based on this, this research aims to analyze the motivations behind parents' choice of private secondary schools. The factors chosen were teacher quality, school services, learning facilities, and social environment.

2. METHOD

This type of research is quantitative research. Quantitative research aims to find knowledge by providing data in numbers. Quantitative research is also defined as research based on assumptions, from determining variables and analyzing using valid research methods (Burke Johnson, 2014). The objects of this research are parents of private junior high school students in Surabaya and Sidoarjo. This research uses 100 people as research subjects who will be selected using the purposive sampling method. The method used to collect data is a questionnaire. A questionnaire is a data collection method that gives respondents a set of questions or written statements to answer. Research data was obtained by distributing questionnaires containing words representing each indicator of the research variable. The instrument used to collect data was a questionnaire sheet. A parent's decision in choosing a school is a parent's choice in determining an educational institution for their child after obtaining supporting information. To measure parents' decisions, indicators are used, namely: 1) school popularity, 2) school quality, 3) future options, 4) parents' income level, and 5) parental education level (Perwita & Widuri, 2023). To measure teacher quality, the indicators used are: 1) teacher attitude, 2) teacher knowledge, 3) the teacher's ability in the classroom, and 4) teacher skills (Lee, 2018). To measure the services used, namely: 1) physical evidence, 2) reliability, 3) responsiveness, 4) certainty, 5) empathy. Learning facilities are the facilities and infrastructure provided by schools to support student learning activities. To measure learning facilities, indicators are used, namely: 1) supportive classrooms, 2) lighting, 3) library facilities, and 4) learning equipment (Eze et al., 2018). To measure the social environment, the indicators proposed are: 1) parents' occupation, 2) parental income, 3) social position in society, and 4) race (Mardiyah et al., 2021). The research instrument grid is presented in Table 1.

Table 1. Research Instrument Grid

No	Variable	Indicator
1	Parents' Decisions in Choosing a School	<ol style="list-style-type: none"> 1. School Popularity 2. School Quality 3. Future Options 4. Parent's Income Level 5. Parental Education Level
2	Teacher Quality	<ol style="list-style-type: none"> 1. Teacher Attitude 2. Teacher Knowledge 3. Teacher Ability in Class 4. Skills Possessed by Teachers
3	Service quality	<ol style="list-style-type: none"> 1. Physical Evidence 2. Reliability 3. Responsiveness 4. Certainty 5. Empathy
4	Learning Facilities	<ol style="list-style-type: none"> 1. Supportive Classroom 2. Lighting 3. Library Facilities 4. Study Equipment

No	Variable	Indicator
5	School environment	<ol style="list-style-type: none"> 1. Parents' Occupation 2. Parents' income 3. Social Position in Society 4. Race

Questionnaire responses will be measured using a Likert scale. The Likert scale is a measurement tool used in research to measure a person's response to specific questions (Sugiyono, 2018). Respondents are asked to evaluate the extent to which they agree or disagree with the statement. The statement of strongly agree is measured with a value of 8, while the statement of strongly disagree is measured with a value of 1. The questionnaire responses are then tested using validity, reliability, and classical assumption tests. The technique used to analyze data is inferential statistics. Regression analysis is used to understand the relationship between independent and dependent variables in the data. It is used to make predictions or explain how one or more variables can influence other variables in the population. Data tested for quality will be analyzed using multiple linear regression.

3. RESULT AND DISCUSSION

Result

Based on the questionnaire responses, 72 respondents were female respondents, and the remaining 28 respondents were male respondents. Based on the age of the respondents, it is known that 12 respondents are less than 40 years old, 32 respondents are 40–44 years old, 36 respondents are 45–49 years old, and 20 respondents are more than 50 years old. It is known that 11 respondents are housewives, 37 respondents are private employees, 48 respondents are self-employed, and four respondents are government employees. Most of the respondents, 73 of them, have a bachelor's level education, while the rest, 27 respondents, have completed a master's degree.

The results of the questionnaire responses were first tested with a validity test. As a basis for assessment, researchers used the corrected item value. Researchers determine the assessment limit, which is higher than 0.3. In data processing, it is known that the corrected item value for statements that match the teacher quality indicator all obtain a value exceeding 0.3, so it is concluded that all statements used are valid. Furthermore, for statements that show indicators of service quality, the corrected item value is also higher than the 0.3 value threshold, which means that all service statements are valid. The measurement for the learning facility statement was declared valid because there were no statements that obtained a corrected item value of less than 0.3. For the corrected item value of all social environment statements, it is higher than 0.3, so it is declared valid. It is known that ten statements for the parental decision variable are declared valid and can be included in the next research process.

The measurements on the research data were again tested with the reliability test. The value of Cronbach's alpha is used as a standard for research values. The expected value for Alpha Cronbach is more than 0.6. The data analysis outcomes reveal that the variable related to the quality of teachers has a value of 0.711. The variable concerning the quality of service attains a value of 0.738 in the data analysis. For the results obtained, the learning facility variable is 0.745. The social environment variable gets an Alpha Cronbach value of 0.732. Furthermore, the parental decision variable gets a value of 0.726. The results of data processing show that all variables get an Alpha Cronbach value higher than 0.6, which means that the research data is reliable. The next step in the research process is to measure the data with a normality test. The results of data analysis show that the data points are distributed around the diagonal line, which proves that the research data is normally distributed. Researchers conduct an autocorrelation test using the Durbin-Watson value as the basis for judgment. The DW value is considered in accordance with the assessment standard if the value obtained is in the interval -2 and 2, in Table 3, it's evident that the DW (Durbin-Watson) value stands at 1.745, indicating that the research data collected doesn't exhibit autocorrelation.

The research continued by conducting a multicollinearity test. The results of the data processing for the multicollinearity test can be found through examination of the VIF (variance inflation factor) number and the tolerance value score. The assessment criteria so that the data proves not to experience multicollinearity are that the VIF (Variance Inflation Factor) is less than 10, and the tolerance value exceeds 0.1. The results showed that the teacher quality variable obtained a VIF value score of 1.147 with a tolerance value of 0.872. For the service quality variable, it is known to have a VIF value of 1.232 and a tolerance value of 0.812. Furthermore, it's worth noting that the learning facility variable exhibits a VIF value of 1.208, and the tolerance value is 0.828. The tolerance value obtained by the social environment variable is 0.793, and the VIF value is 1.260. The results obtained have met the criteria set by the research,

so the research data has been proven not to experience multicollinearity. Heteroscedasticity Test showed in Figure 1.

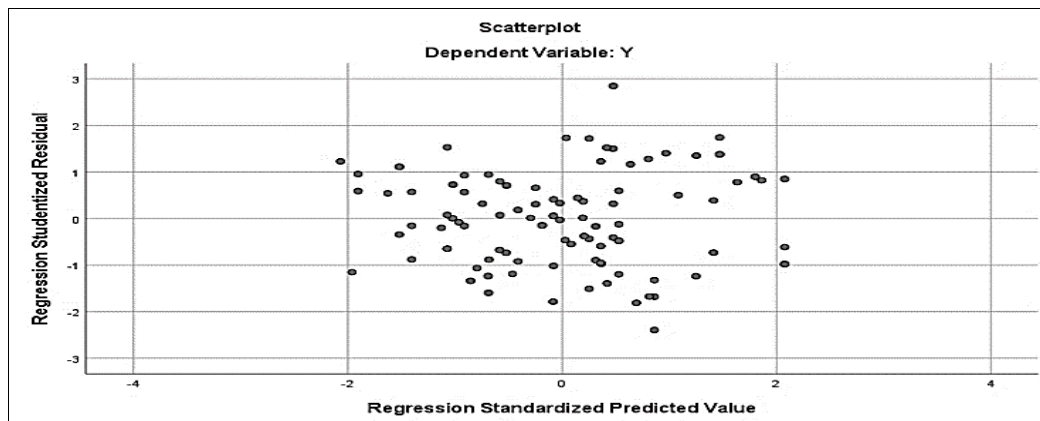


Figure 1. Heteroscedasticity Test

The next step in the research process is to test the heteroscedasticity test. The graph presented in Figure 1 is the result of the heteroscedasticity test data processing. Data points are known to spread evenly and do not form patterns. The distribution of the data proves that the research data does not experience heteroscedasticity. The research data has been tested for quality and can be continued with the t test. The result is show in Table 1.

Table 1. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	23.668	2.760		8.574	0.000		
X.1	1.360	0.278	0.301	4.899	0.000	0.872	1.147
X.2	1.803	0.327	0.351	5.514	0.000	0.812	1.232
X.3	2.049	0.327	0.395	6.261	0.000	0.828	1.208
X.4	1.130	0.309	0.235	3.654	0.000	0.793	1.260

As a basis for judgment for the t test, researchers use a significant value. The value limit used for the significant value is not less than 0.05. Base on Table 1 shows that the teacher quality variable obtained a value of 0.000, which means that teacher quality has a significant influence on parents' decisions to choose a private junior high school. The service quality variable is also proven to have a significant influence on parents' decisions to choose private junior high schools because the significant value obtained is 0.000. Furthermore, the results show that the significant value of learning facilities is 0.000, which indicates that parents' decisions when choosing a private junior high school are significantly influenced by learning facilities. The social environment variable is also known to have a significant influence on parents' decisions to choose private junior high schools, as evidenced by the significant value of 0.000.

Data processing using the t test shows the regression model. This study produced a regression model $Y = 23.668 + 1,360X.1 + 1.803X2 + 2.049X3 + 1.130X4$. The resulting regression model shows that the value of parents' decision to choose a private junior high school is 23.668 if the value of teacher quality, service quality, learning facilities, and social environment is zero. The anova results are presented in Table 2.

Table 2. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1659.947	4	414.987	52.137	0.000 ^b
	Residual	756.163	95	7.960		
	Total	2416.110	99			

The next step is to do the F test. The results of data processing for F produce a significant value of 0.000. The value obtained does not exceed 0.05. The significant value proves that teacher quality, service quality, learning facilities, and social environment affect parents' decisions to choose private junior high schools together. The next step in the research process is to conduct the R2 test. Through the R2 test, it is known that the R value is 0.829, which shows a strong relationship between the variables involved in this study. The adjusted R2 coefficient value obtained is 0.674. This study shows that teacher quality, service quality, learning facilities, and social environment contribute to parents' decision to choose a private junior high school by 67.4%. A contribution of 32.6% comes from other variables that are not included in the variables of this study.

Discussion

The results of the analysis in this study state that teacher quality has been shown to have a significant influence on parents' decision to choose a private junior high school. Teacher quality can improve student achievement (Bautista & Oretga-Ruiz, 2017; Hasanah et al., 2020; Suhartini et al., 2021). Learning activities carried out by teachers who have high quality will improve student competence (Mardikaningsih & Hariani, 2016; Yanti & Darmawan, 2016). They have a deep understanding of the subject matter and have the ability to convey it in a way that can be easily understood by their students. Parents naturally want to ensure in pursuit of providing their children with a top-notch education, teachers play a pivotal role in accomplishing this objective. Other research found that parents will feel satisfied if their children have better competencies so that they can produce achievements (Darmawan & Mardikaningsih, 2022; Putra et al., 2022). They can help students discover their interests and talents and reach their full potential. Therefore, through positive relationships between teachers and students, high-quality teachers can help students develop the competencies needed to succeed in their education.

Exceptional educators are instrumental in recognizing and nurturing the potential of students (Floden et al., 2017; Supriyanto et al., 2020). By understanding the unique interests and talents of each student, teachers can provide personalized and relevant guidance. They are able to create a learning environment that stimulates, motivates, and allows students to explore different areas. Other research said that high-quality teachers can also provide valuable career guidance, helping students choose an educational path that aligns with their interests and skill sets (Ambussaidi & Yang, 2019; Meutia, 2021; Suriansyah & Effendi, 2019). Through positive and constructive interactions between teachers and students, trusting relationships are built. This creates an atmosphere where students feel comfortable expressing themselves and putting forward their ideas. Teachers who listen attentively and understand students' needs can provide the right support and motivate them to reach their full potential (Darmawan, Issalillah, et al., 2021; Ríordáin et al., 2019; Zhang & Campbell, 2015). Besides helping students discover their interests and talents, high-quality teachers also focus on developing academic competencies and practical skills. They design challenging and relevant learning and provide constructive feedback to help students overcome difficulties and achieve a level of excellence in their education.

High-quality teachers also serve as inspirational role models for students (Aimah et al., 2017; Yuan, 2018). They demonstrate dedication, work ethic, and integrity in the teaching profession. This sets a positive example and helps shape students' character and values. Thus, through positive interactions between teachers and students, high-quality teachers play an important role in helping students discover their interests, develop their talents, and reach their full potential in education (Corry & Stella, 2018; Faizatun & Mufid, 2020). They create a supportive and motivating environment for students, facilitate competence growth, and provide valuable guidance in the selection of educational and career paths (Kurniadi et al., 2020; Ummat & Retnowati, 2022). As role models, high-quality teachers also help shape positive character and values in students. Thus, the contribution of high-quality teachers is critical to students' educational success.

Further findings revealed that the selection of private middle schools by parents is influenced by the demonstrated quality of school services (Amoako et al., 2023). Private school services are considered quite good and helpful to parents. The services in question provide information about the school curriculum, student learning outcomes, and problems faced by students (Djaelani & Darmawan, 2021; Masnawati & Kurniawan, 2023). Parents' trust in the school and their degree of contentment with the services rendered will have a bearing on their school selection (Amalia, 2022; Hakiki & Hakim, 2022; Rhinesmith, 2017). Parents are more likely to choose schools that offer excellent services because they want to ensure that their children receive quality education and adequate attention. Good services make it easier for parents to know the level of student success at school. Parents are important partners in children's education. Therefore, good service from schools not only influences parents' decisions in choosing a school but also builds a close relationship between schools and parents effective services simplify the process for parents to oversee their children's educational advancement and gives them

confidence that their children are getting the best education. Thus, the quality of school services is a factor that cannot be ignored in the context of parents' selection of private junior high schools.

From the data that has been processed, there are results that parents choose private junior high schools proven to be influenced by learning facilities. Complete facilities owned by a private junior high school are a special attraction for parents. Learning facilities in private schools are considered more adequate to support student learning activities (Bai, 2018; Eze et al., 2018; Siswanto & Hidayati, 2020). Parents often assume that schools with adequate facilities have sufficient resources to reinforce an efficient learning process. Other research found that a diverse array of educational amenities and resources can enhance the quality of education their children will receive (Febriliani, 2018; Mupa & Chinooneka, 2015; Siregar & Aziza, 2021). This could include facilities such as libraries rich in reading materials, laboratories, computer equipment, and adequate sports facilities. This will have an impact on student learning achievement. Parents feel that high learning costs are a form of fairness because of the learning facilities they get. Not surprisingly, parents consider higher learning costs in private schools to be a reasonable investment. They see it as an investment in better learning facilities and, ultimately, a better-quality education for their children. This indicates that parents realize that the quality of learning facilities has a major impact on the educational journey and scholastic progress of their children. Thus, the results from this data analysis consistently show that learning facilities play an important role in parents' decision-making to choose a private junior secondary school. Complete and adequate facilities in private schools are an important factor in parents' efforts to provide the best education for their children. Considering this aspect, parents tend to consider higher learning costs as an investment that is worth the quality of education they get (Bai, 2018; Eze et al., 2018; Ismaya et al., 2023).

Furthermore, it is important to note that the state of the social environment plays a significant role in shaping parents' views and approaches to their children's education (Djazilan & Hariani, 2022; Obaki, 2017a; Saputra et al., 2023). The psychological drive for parents to seek better educational facilities. This suggests that parents' desire to provide optimal education for their children is closely linked to the quality of facilities available in schools. Social expectations also play an important role in parents' decision-making regarding their children's education. Social norms and efforts to maintain social status in the community are also factors that cannot be ignored (Djazilan & Hariani, 2022; Putra et al., 2022; Raiden & King, 2021)..

The contribution of this research is that it can help schools develop the quality of education to get many students. This research shows that teacher quality significantly influences parents' decisions in choosing private junior high schools. Parents are encouraged to choose private junior high schools that have better facilities as part of a strategy to meet norms and maintain a desirable social position. It is fundamental to parents' dedication to providing the best for their child's educational future. Thus, the influence of the social environment on parents' decisions to choose private junior high schools is a complex but essential aspect to understand in the educational context. From these findings, schools are also advised to ensure their teachers are qualified and competent. Continuous training and development for teachers is also essential to improve the quality of teaching. Private schools should focus on increasing the excellence of their services to students and parents. It includes effective communication, quick response to student needs, and creating a positive learning environment. School management must invest in adequate learning facilities and use modern technology to support learning. Good facilities can be attractive to parents who find it worth the high cost of schooling. Schools need to ensure that the social environment around the school remains positive and supports student development.

4. CONCLUSION

The findings indicate that the quality of teachers significantly influences parents' choices in selecting a private middle school. This study also proves the significant influence of service quality on parents' decisions to choose a private junior secondary school. Learning facilities have been proven to have a significant influence on parents' decisions to choose a private junior secondary school. Furthermore, this study also proves that the social environment influences parents to choose a private junior secondary school. Considering the proactive involvement of parents in selecting their children's educational path to ensure their future, private schools need to develop marketing strategies that emphasize the quality of teachers, services, facilities, and a good social environment.

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