



ANALYSIS OF PARENTS' DECISION FACTORS IN CHOOSING THEIR CHILDREN'S EDUCATION AT ALBANNA SENIOR HIGH SCHOOL, DENPASAR

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Abstract:

The background to this research is that, based on the location of Denpasar, where so many Islamic schools have been established, an in-depth study is needed to determine parents' decisions in choosing SMA Albanna Denpasar, located at Jalan Tukad Badung XII B, Renon, South Denpasar, Denpasar City, Bali. This study also examines whether parents achieve satisfactory results after choosing SMA Albanna Denpasar. The objectives of this research are to determine: 1) the factors influencing parents' decisions in choosing SMA Albanna Denpasar for their children; and 2) the factors that contribute most to parents' decisions in choosing SMA Albanna Denpasar for their children. The research method used is descriptive statistics with an exploratory approach. Data collection techniques include observation, questionnaires, and documentation. The results of this study are presented numerically. The results of this study are: 1) Two dominant factors were identified that influenced parents' decisions in choosing SMA Albanna Denpasar: institutional performance (explaining 45.883% of the variance) and service quality (explaining 8.022% of the variance). 2) Within the institutional performance factor, the consistency of the implementation of Islamic values (the highest loading factor: 0.742) was the primary consideration for parents, while within the service quality factor, teacher competence (the highest loading factor: 0.818) had the greatest influence.

Keywords: *Parental Decision, Choosing Education*

INTRODUCTION

Education is a conscious and planned effort to develop the full potential of students, encompassing spiritual aspects, personality, intelligence, and skills (National Education System Law, 2003). From an Islamic perspective, education is an activity to prepare students physically, mentally, and spiritually to become positive contributing members of society (Mansyur, 2022). The family environment, especially parents, plays the primary role in a child's education, a responsibility mandated in Surah At-Tahrim, verse 6.

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْجِبَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ ﴿٦﴾

Meaning: O you who believe, protect yourselves and your families from the fire of hell whose fuel is people and stones. Its guardians are rough and tough angels. They did not disobey Allah for what He commanded them and always did what they were ordered to do. (Q.S. At-Tahrim verse 6)

The environment and parental figures play a significant role in shaping a child's beliefs and personality. Parents have the capacity to guide their children towards a particular religion, such as Judaism, Christianity, or Zoroastrianism. However, in practice, not all parents are able to provide an optimal educational foundation. This situation can be caused by time-consuming work schedules, leaving little opportunity to educate their children, or by their own limited understanding of religion and science.

Therefore, to overcome these limitations, parents need to involve external parties as partners in educating their children. A strategic solution is to entrust their children to quality educational institutions (schools). The criteria for an ideal school are not limited to the transfer of general knowledge but must also encompass the instillation of religious values and the development of noble character.

Amidst the numerous choices of Islamic schools in Denpasar, researchers specifically want to examine why parents choose SMA Albanna Denpasar. The goal is to understand the factors influencing parental decisions and whether parents are satisfied with their children's learning outcomes at SMA Albanna Denpasar.

Table 1.1 Data on the Number of Students in Islamic Schools in Denpasar Over the Last 5 Years

No	Semester	SMA Albanna	MA Islam Al- Maruf	SMA Muhammadiyah 1
1	Semester 2019/2020 Ganjil	169	244	417
2	Semester 2019/2020 Genap	198	241	417
3	Semester 2020/2021 Ganjil	228	265	362
4	Semester 2020/2021 Genap	169	175	209
5	Semester 2021/2022 Ganjil	229	298	334
6	Semester 2021/2022 Genap	229	295	331
7	Semester 2022/2023 Ganjil	287	352	365
8	Semester 2022/2023 Genap	287	348	367
9	Semester 2023/2024 Ganjil	335	328	385
10	Semester 2023/2024 Genap	335	324	387
11	Semester 2024/2025 Ganjil	403	320	380

Source: Basic Education Data Recapitulation as of December 25, 2024 (<https://dapo.kemdikbud.go.id/sekolah/4980D680A44F42937A4D>)

Based on the phenomena and basic data from the recapitulation of Islamic school students in Denpasar, the above issues are crucial for research. Therefore, the researcher planned a study entitled "Analysis of Parents' Decision Factors in Choosing Their Sons'/Daughters' Education at Albanna High School, Denpasar."

A decision is a solution to a problem, determined after weighing and selecting one option from various available alternatives. In other words, a decision is made in response to a problem that arises and is the final result of a process of selecting various options. (Harbani Pasolong, 2023)

The parent's decision-making process in choosing an educational institution is a complex phenomenon, involving in-depth consideration of various aspects such as academic quality, the school's social environment, the cultural values

developed, the completeness of facilities, and the Islamic identity promoted by the school.

Educational quality is a complex concept encompassing many aspects, such as curriculum, teaching methods, facilities, school management, and teachers. Education is considered quality if it helps students develop their thinking abilities, skills, and attitudes to the fullest. (Suryadi in the research of Siti Noor Aini et al., 2023).

Social structure refers to the organizational patterns of community life that reflect the reciprocal interactions between statuses and roles, thus creating regular social behavior. (Adawiyah Pettalongi, 2023).

School culture is a characteristic of school life that develops based on the spirit and core values held by the institution. (Dikmneum in the research of Eva Maryamah, 2016).

Facilities are defined as all resources that support the smooth implementation of administrative activities in a business. (Sholihatul Hamidah Daulay et al., 2022).

In essence, Islamic schools are educational institutions that apply Islamic educational principles derived from the Quran and Sunnah, in line with the legal framework of the National Education System Law. (Sabar, 2022)

Several previous studies deemed relevant will be described as follows:

First, research conducted by Yulia Istivani, Yanuar Luqman, and Djoko Setyabudi (2023) on the Analysis of Factors Influencing Students' Decisions to Enroll at Al Azhar Islamic High School in Semarang.

Second, research conducted by Nova Nur Khasanah, Imron Arifin, and Ahmad Nurabadi (2021) on the Analysis of Factors Influencing Parents Sending Their Children to Islamic-Based Elementary Schools in Malang City.

Third, research conducted by Sabathino Bansole and Bobby W. Saputra (2024) on the Application of Exploratory Factor Analysis to Identify Factors Affecting Parents' Interest in Choosing SMK 45 Lembang.

There are similarities and differences in these studies. The similarities with this study are: all three studies used the same research method as this one, namely a quantitative method using exploratory analysis techniques for data management and analysis.

The differences with this study lie in the educational level and type of school studied. The second researcher studied elementary school (SD) education, the third researcher studied vocational high school (SMK), while the second study examined high school (SMA).

This study did not aim to test specific hypotheses regarding the type or number of factors that would emerge. In contrast, this research is exploratory and aims to uncover factors empirically proven relevant in the context of educational choice at Albanna Senior High School, Denpasar. Exploratory and descriptive research often does not require formulating hypotheses. (Sugiyono, 2018)

RESEARCH METHODS

This study uses descriptive statistics to systematically and accurately describe the phenomenon under study. Data were obtained through a questionnaire survey distributed to a sample population. (Ajat Rukajat, 2018).

The variable in this study is "Parents' Decisions in Choosing Their Sons'/Daughters' Education at Albanna High School, Denpasar" as the dependent (endogenous) variable. This variable is operationalized through five external indicators that represent the school's objective attributes.

Table 3.1 Variables and Indicators in the Study

No	Variable	Indicator	Scale
1	Parents' Decisions in Choosing Their Son's/Daughter's Education	1. Quality of education 2. School social structure 3. School culture 4. School facilities 5. Islamic schools.	Likert 1-5

Source: Processed independently

This study covers a population of 403 people, consisting of parents of students from grade 10 to grade 12 at Albanna High School, Denpasar. Referring to Sevilla's opinion in the research of Dahlia Amelia et al., the Slovin formula can be applied to determine the number of samples (n) needed to represent the population.

$$n = \frac{n}{1 + N \cdot e^2} = \frac{403}{1 + 403 \cdot (0,05)^2} = \frac{403}{1 + 1,0075} = \frac{403}{2,0075} = 200,747 \text{ dibulatkan } 201 \text{ orang}$$

In this study, the questionnaire was compiled offline (statement sheet) and online (Google Form) with closed-ended statements and a five-point Likert scale:

Table 3.2 Likert Scale Instrument

No	Statement (+)	Symbol	Skor	Statement (-)	Symbol	Skor
1	Strongly Agree	SS	5	Strongly Agree	SS	1
2	Agree	S	4	Agree	S	2
3	Neutral	N	3	Neutral	N	3
4	Disagree	TS	2	Disagree	TS	4
5	Strongly Disagree	STS	1	Strongly Disagree	STS	5

Source: Independently processed

The validity used in this study is content validity and construct validity. The explanations for these two types of validity are content validation and construct validation.

Three experts involved in the content validation process, each with expertise relevant to the instrument being developed, were Jumari, S.P., M.Pd., Moh. Heri Setiawan, S.Si., M.Kom., and Drs. H. Imam Muhayat, M.A.

Construct validity was conducted through a pilot test outside the research location and analyzed using the Pearson product-moment correlation test. The results obtained were a Scale Corrected Item-Total Correlation value for item validity and a Cronbach's Alpha if Item Deleted value for item reliability. The following are the construct validity results of the questionnaire's item validity and reliability tests using SPSS.

Table 3.4 Results of the Test of Questionnaire Item Validity and Reliability

Indicator	Latent Variables	Item-Total Statistics			
		Butir	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	r tabel n-2 = 28; α = 0.05 $\rightarrow$ r tabel $\approx$ 0.361
Parents' Decisions in Choosing Their Son's/Daughter's Education	Kualitas Pendidikan	KP1	,735	,751	Valid dan Reliabel
		KP2	,663	,752	
		KP3	,710	,750	
		KP4	,774	,752	
	Struktur Sosial Sekolah	SS1	,744	,750	Valid dan Reliabel
		SS2	,766	,748	
		SS3	,743	,755	
		SS4	,661	,753	
		SS5	,639	,754	
		SS6	,570	,753	
	Budaya Sekolah	BS1	,731	,752	Valid dan Reliabel
		BS2	,770	,749	
		BS3	,774	,751	
		BS4	,685	,752	
		BS5	,874	,751	
		BS6	,867	,751	
	Fasilitas Sekolah	FS1	,699	,748	Valid dan Reliabel
		FS2	,742	,750	
		FS3	,701	,750	
		FS4	,754	,750	
	Sekolah Islam	SI1	,659	,753	Valid dan Reliabel
		SI2	,747	,754	
		SI3	,750	,751	
		SI4	,794	,751	
TOTAL		1,000	,963		

Source: Processed using IBM SPSS 20

All statement items were declared valid because the Corrected Item-Total Correlation value for each item was >0.361 (r value for $n=28$, $\alpha=0.05$). The total Cronbach's Alpha value was 0.963, indicating that the instrument has perfect reliability (very high internal consistency). This research instrument is highly suitable for use because it meets the validity and reliability requirements very well.

RESULT AND DISCUSSION

Based on the sample calculation, the target participation was 201 parents. However, because the 12th grade students had completed the study at the time of questionnaire distribution, questionnaire distribution could only be carried out to parents/guardians of 10th and 11th grade students. After adjustment, the number of samples that met the research criteria was 174 parents. Of these, 120 complete and valid questionnaires were collected. The demographic characteristics of the respondents showed a predominance of female participants (76%), with the majority aged 41-50 years (63%). A total of 5% of respondents

were aged 36-40 years and 32% were over 50 years. This composition indicates that most respondents were in the productive age category as parents.

Table 4.1 Description of Respondent Data

Variables	Category	Jumlah	Presentase(%)
Gender	Male	29	24%
	Female	91	76%
Age	36-40 years	7	5%
	41-50 years	76	63%
	>50 years	38	32%

Source: Independently processed

In the initial stage of exploratory factor analysis conducted on 24 statement items, the researcher encountered a technical problem where the Kaiser-Meyer-Olkin (KMO) value could not be generated by SPSS software when all items were entered simultaneously. This indicated a problem in the correlation matrix between variables when analyzed as a whole.

In this study, 24 statements had passed the previous validity and reliability testing process. However, during the KMO test, data did not appear, necessitating elimination. Elimination was carried out based on descriptive statistics and product moment table data. The resulting items were SS3, SS4, SS5, BS2, BS4, BS6, FS2, FS4, and SI1. After the KMO appeared, 15 items were obtained, as nine items were eliminated.

The elimination of these nine items was carried out in preparation for further analysis, including reliability testing and KMO, to ensure optimal instrument quality. Therefore, although all items technically met validity requirements, instrument refinement was still carried out to obtain a more effective and efficient measurement tool. The results of the KMO and Bartlett's Test can be seen in the following table:

Table 4.2 KMO Test and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,843
Bartlett's Test of Sphericity	Approx. Chi-Square	1115,601
	df	120
	Sig.	,000

Source: Processed using IBM SPSS 20

The results of the KMO and Bartlett's Tests in the table above are 0.843, with a significance level of 0.000. Because the KMO and Bartlett's Test values (as seen in the Chi-Square values) are greater than 0.5, and the significance level is less than 0.05, the variables and samples in the study can be analyzed further. To determine which variables can be analyzed further and which should be excluded, refer to the MSA figures in the Anti-image Matrices table. The results of the Measure of Sampling Adequacy (MSA) can be seen in the following table:

Tabel 4.3 Measure of Sampling Adequacy (MSA)

Variabel	MSA	Keterangan
KP1	,852a	Valid
KP2	,826a	Valid
KP3	,859a	Valid
KP4	,850a	Valid
SS1	,884a	Valid

SS2	,906a	Valid
SS6	,937a	Valid
BS1	,775a	Valid
BS3	,839a	Valid
BS5	,898a	Valid
FS1	,739a	Valid
FS3	,889a	Valid
SI2	,894a	Valid
SI3	,864a	Valid
SI4	,925a	Valid

Source: Processed using IBM SPSS 20

Based on the Anti-image Matrices table above, specifically in the anti-image correlation section, the results show that all existing variables meet the requirements, namely an MSA value > 0.50 , allowing for further factor analysis. The largest MSA value is in column SS6 = 0.937.

The next stage of analysis is determining the number of factors by extracting factors. Extraction is performed on the variables studied and those that have undergone previous testing. The criterion for determining the number of factors is based on an eigenvalue > 1 , which means it can capture the majority of the information contained in all the original (initial) variables. To determine the number of factors, refer to the Total Variance Explained table, specifically the Initial Eigenvalues section.

Tabel 4.4 Total Variance Explained

Total Variance Explained									
Component	Initial Eigenvalues			Loadings			Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,341	45,883	45,883	7,341	45,883	45,883	4,493	28,080	28,080
2	1,284	8,022	53,905	1,284	8,022	53,905	4,132	25,824	53,905
3	,998	6,239	60,144						
4	,981	6,132	66,277						
5	,834	5,211	71,487						
6	,730	4,561	76,048						
7	,626	3,913	79,961						
8	,506	3,161	83,122						
9	,475	2,969	86,091						
10	,472	2,949	89,040						
11	,427	2,667	91,707						
12	,397	2,479	94,186						
13	,357	2,229	96,415						
14	,294	1,835	98,250						
15	,251	1,571	99,821						

Extraction Method: Principal Component Analysis.

Source: Processed using IBM SPSS 20

Based on Table 4.4 (Total Variance Explained), it can be seen that two factors were formed from the 15 existing factors, with the cumulative percentage variance level described in the Cumulative %. This is known if the eigenvalue is < 1 , then it cannot be used in factor formation. Therefore, the factoring process

only reached two factors. Because in the next factor, the eigenvalue was already <1, namely 0.998, so the factoring process stopped at only two factors. Therefore, the reduction of the 15 existing factors resulted in two factors with a cumulative percentage of 53.905%.

Furthermore, to clarify the correlation with the formed factors and facilitate placement and interpretation, a rotation process was performed. In this study, the rotation process used the Varimax method (part of Orthogonal Rotation).

Tabel 4.18 *Rotated Component Matrix*

Rotated Component Matrix ^a		
	Component	
	1	2
KP1	,091	,798
KP2	,076	,818
KP3	,261	,552
KP4	,394	,534
SS1	,438	,516
SS2	,445	,578
SS6	,548	,418
BS1	,469	,463
BS3	,716	,146
BS5	,691	,242
FS1	,677	,202
FS3	,304	,602
SI2	,448	,481
SI3	,742	,189
SI4	,723	,243
TOTAL	,728	,662
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Source: Processed using IBM SPSS 20

After rotating the factors using the Varimax method, Table 4.18 of the Rotated Component Matrix, as shown above, shows a clearer and more realistic distribution of the variables. This is demonstrated by the results obtained from the dominant factor loading values for each factor: 1) The first factor, which has the largest influence, with an eigenvalue of 7.595 and explains 45.883% of the total variance. 2) The second factor, which has the second largest influence, with an eigenvalue of 1.284 and explains 8.022% of the total variance.

Identification of general themes for naming factors can be seen in the following table:

Table 4.19 Identification of General Themes for Naming Factors

No	Questionnaire Statement	Number, Name, and Component Factors	
		1	2
		Service Quality	Service Quality
		Institution Performance	Institution Performance

KP1	The teachers at Albanna Denpasar High School are competent, and this is important for me in choosing a school for my child.	,798
KP2	I feel that the competency of teachers at Albanna Denpasar High School needs to be improved.	,818
KP3	The academic performance of students at Albanna Denpasar High School is not satisfactory, so I am considering this...	,552
KP4	The academic performance of students at Albanna Denpasar High School is good, and this is the reason I chose this school.	,534
SS1	The social environment at Albanna Denpasar High School supports student development, and this is important to me.	,516
SS2	The social environment at Albanna Denpasar High School is not very supportive, so I considered this.	,578
SS6	Parental involvement at Albanna Denpasar High School is still lacking	,548
BS1	The religious culture at Albanna Denpasar High School is in line with my family's values.	,469
BS3	This school doesn't encourage students to be independent, so I'm considering this.	,716
BS5	The school culture at Albanna Denpasar High School is in line with my hopes for children's education.	,691
FS1	The facilities at Albanna Denpasar High School are not complete, so I considered this.	,677
FS3	The classrooms at Albanna Denpasar High School are comfortable and support learning, so I chose this school.	,602
SI2	Albanna Denpasar High School applies Islamic values well, and this is the reason I chose this school.	,481
SI3	The teaching of Islam at Albanna Denpasar High School still needs to be improved, so I considered this when choosing a school.	,742
SI4	Albanna Denpasar High School is less consistent in implementing Islamic values.	,723

Sumber: Diolah menggunakan IBM SPSS 20

The following is a discussion of the research objectives based on table 4.19 Identification of General Themes for Naming Factors.

Factors Influencing School Selection

This study successfully identified factors influencing parents' decisions in choosing SMA Albanna Denpasar through exploratory factor analysis. The analysis revealed two main factors with distinct but complementary characteristics.

The first factor, Institutional Performance, emerged as the most significant factor with an eigenvalue of 7.595 and explained 45.883% of the total variance. This factor reflects fundamental aspects related to the school's institutional identity and capacity. In the context of an Islamic school like SMA Albanna Denpasar, this factor encompasses not only general elements such as physical

facilities but also specific aspects such as the consistent implementation of Islamic values and a distinctive school culture.

The second factor, Service Quality, had an eigenvalue of 1.284 and explained 8.022% of the total variance. This factor focuses more on operational aspects and the quality of the learning process directly experienced by students and parents. These two factors together explained 53.905% of the total variance, indicating that this model has sufficient explanatory power to comprehensively address the phenomenon under study.

The finding of these two main dimensions aligns with the educational system theory proposed by Suryadi in the study by Siti Noor Aini et al. (2023), which distinguishes between institutional and pedagogical aspects in evaluating school quality. These results are also consistent with previous research in similar contexts, such as that conducted by Istivani et al. (2023) in Semarang and Khasanah et al. (2023) in Malang, albeit with variations in the relative contribution of each factor.

Dominant Factors in Decision-Making Institutions (Factor 1)

Consistency in the Implementation of Islamic Values emerged as the most dominant variable in this factor, with a loading factor of 0.742 for SI3 and 0.723 for SI4. These values are significantly higher than other variables within the same factor. This finding confirms the research of Nova Nur Khasanah (2021), which emphasized the importance of the religious dimension in selecting an Islamic school. However, our research makes a new contribution by demonstrating that the most crucial factor is not simply the existence of a religious program, but rather the consistency of its implementation. (Khasanah, Nova Nur: 2021)

School culture also showed a significant contribution, particularly in the development of student independence (BS3 = 0.716) and alignment with family values (BS5 = 0.691). This supports the Dikmneum theory in Eva Maryamah's (2016) research on the role of school culture as a "hidden curriculum" that shapes students' character. Interestingly, the aspect of student independence was more influential than traditional discipline, indicating a shift in parental preferences for character education.

Completeness of Facilities (FS1=0.677) remains an important consideration, although not as dominant as the previous two aspects. This finding reinforces Harbani Pasolong's (2023) argument regarding the need for a balance between physical infrastructure and immaterial values in education (Pasolong, Harbani: 2023).

Service Quality (Factor 2)

Teacher Competence emerged as the primary determinant with a very high factor loading (KP1=0.798; KP2=0.818). This value was not only dominant within its own factor but also had the highest factor loading among all the study variables. This finding is consistent with Bansole and Saputra's research, but places a stronger emphasis on teacher quality as a determining factor. Further analysis showed that parents considered not only teachers' formal qualifications but also their pedagogical abilities and commitment.

A comfortable learning environment (FS3=0.602; SS2=0.578) showed a significant influence. Physical comfort (facilities) and social comfort had a balanced contribution, indicating that parents desire a holistic learning environment for their children.

Academic Achievement ($KP_3=0.552$; $KP_4=0.534$) had a relatively lower influence than expected. This reflects a paradigm shift among parents, who are beginning to balance academic achievement with character development.

Overall, the discussion of the results from the above objectives indicates that parents consider both institutional aspects (such as school culture and facilities) and educational service aspects (such as teacher quality and academic achievement) when choosing a school. This reinforces the theory that the decision to choose a school is complex and involves multiple dimensions. Schools seeking to increase their attractiveness need to address both factors, particularly by strengthening teacher quality, improving facilities, and ensuring consistent implementation of Islamic values.

CONCLUSION

Based on the factor analysis conducted, this study concluded two main points regarding the factors influencing parents' decisions in choosing SMA Albanna Denpasar:

First, two dominant factors were identified that influenced parents' decisions in choosing SMA Albanna Denpasar: institutional performance (explaining 45.883% of the variance) and service quality (explaining 8.022% of the variance).

Second, within the institutional performance factor, consistent implementation of Islamic values (highest factor loading: 0.742) was the primary consideration for parents, indicating the importance of a strong Islamic identity. Meanwhile, within the service quality factor, teacher competence (highest factor loading: 0.818) had the greatest influence, even surpassing academic achievement.

Based on the descriptions in this study, the following suggestions can be given: 1) The principal can consider better strategies to improve school culture and the quality of education in order to gain the support of parents and prospective students in determining education or schools, in accordance with the indicators that have been analyzed, so as to form factors that can be used as references for making policies for schools; 2) Parents do not only consider facilities when choosing a school, but also pay attention to the consistency of the application of Islamic values in the school environment and teacher competence, because these two factors have proven to be the most influential in shaping the character and quality of education of children at Albanna High School, Denpasar; 3) For further researchers, to develop this research, other factors that can influence parents' decisions in choosing their sons'/daughters' education can be further studied, which can be used as research measures.

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