The Influence Of School Culture And Image On The Decision Of Choosing Private High Schools In The East Jakarta Region

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ABSTRACT The purpose of this study was to evaluate the influence of school culture and image on the selection of high schools in East Jakarta. This research is associative quantitative research, the research was conducted using a survey method with the data analysis technique used to answer the hypothesis is the Structural Equation Modeling technique. The population in this study was 995 respondents, and a sample of 285 respondents was selected using random sampling. The research is focused on the cultural and image aspects of school selection. The results of the analysis conclude that (1) there is a direct influence of school culture on school selection, (2) there is a direct influence of school image on school selection, (3) there is a direct influence of school culture on school image.

Keywords: Culture, Image, and School Selection

INTRODUCTION

The school choice policy aims to meet the needs of students, where the community wants a school that runs a quality education system. Parents of students are increasingly selective and critical in choosing schools that are not only quality but also profitable for their children. According to Faisal and Handy Permana (Faisal & Permana, 2015) determining the right school choice is one of the most important things in life. Because it can affect education and future life. According to Suryadi and Ramdhani (Narti et al., 2019), decision-making is a systematic approach to a problem, starting with gathering facts, determining the alternatives faced and taking action based on the most appropriate calculations. Decision-makers are often faced with the complexities of making decisions with large amounts of data. For the sake of most benefit-considering decision-makers are faced with a necessity to rely on a set of systems capable of solving problems efficiently and effectively.

Maghfiroh (Kurliyatin et al., 2017) states that several factors determine parents in choosing and sending their children to school, namely the image of harmony factor, the prime service factor, the factor of hope, and the pride factor. According to R. Septhevian (Septhevian & Tjiptono, 2014), there are several factors in school selection, namely teacher quality, religious education implemented in schools, facilities, school fees, cleanliness, and tranquility of the school environment, school security, school image, school location, promotion. what the school does and the culture that is applied in the school every day. In deciding to choose a school, the factors that are taken into consideration are cultural factors and the image of the school. According to Eger, Elsner, Evans, and Fidler (Eger et al., 2018), cultural factors and school image are very relevant as a guarantee of school quality.

As has been conveyed, the culture that runs in school is one of the factors that encourages students and parents to choose schools. Every school has a unique culture that has been embedded in and has become a school tradition (Jabar, 2017). School culture is a distinctive school characteristic that can be identified through the values, attitudes, habits displayed and actions displayed by all school personnel who form the specific activities of the school system. The characteristics of school culture cannot be separated from the existence of the school itself as an educational organization, which has a role and function to develop, preserve and convey various cultural values to students (Rifma et al., 2018). According to Deal and Peterson (Baedowi, 2015) school culture can be seen in written and unwritten rules, traditions and norms; hopes; how to act, dress and speak; what is discussed or taboo discussed; willingness to help teachers view work and students.

School culture is a characteristic, character or character, and image of the school in the wider community. The application of appropriate school culture will have a significant influence on student learning activities, as well as in influencing teachers to do work more efficiently and effectively to achieve good teacher performance. School culture will affect the classroom atmosphere, both the freedom enjoyed by students in developing thoughts and performance or vice versa can be a hindrance and limitation to the development of students and the school itself. The cultivation of school cultural values is carried out especially during classroom learning and continues in interactions outside the classroom. The learning process of students can run smoothly because there is a school culture that determines the behavior and goals expected by teachers, students, and stakeholders. The values and norms that take place in schools must also pay attention to the culture of the community, especially that applies to the families of students. Positive school culture is certainly an attraction for students and parents to choose and apply to the school.

Students and parents have a practical view of choosing a school. They see the quality of private schools both physically, the number of enthusiasts, school achievement, quality of graduates, and quality of teachers. School education institutions in Indonesia, especially private schools, certainly try hard to meet the needs and desires of the parents of students. For this reason, private schools through school facilities and infrastructure, a superior education system, and the quality of educators will build and shape the image of the school that is needed and desired by the community. Building a school image is very important for the management of private school education so that later outsiders, especially education consumers or the community, will get to know their school well. According to Schiffman (Schiffman, L. G., & Wisenblit, 2015), several factors are forming an image, namely quality or quality, trustworthiness, usefulness or benefits, service, risk, price, and the image that the product itself has. The success of schools in providing education is determined by the level of satisfaction of education service users with the quality of education services. A high level of satisfaction can build loyalty and a high school image in society. By building a positive and superior school image, it will certainly encourage students and parents to choose and apply to the school (Kurliyatin et al., 2017) (Chen, 2016).

From what has been conveyed, this study looks for a hypothesis on the influence of culture and school image in choosing schools, especially in choosing private high schools in East Jakarta. The formulation of the hypothesis in question is whether school culture has a positive direct effect on school selection, does school image has a positive direct effect on school selection and whether school culture has a positive direct effect on school image in choosing schools.

RESEARCH METHODOLOGY

This research was conducted to obtain data to explain the influence of school culture and school image on school selection. The specific purpose of this study was to analyze the direct influence of school culture on school selection, the direct influence of school image on school selection, and the direct influence of school culture on the image of schools in choosing schools. This research was conducted in March-July 2020 on students of East Jakarta Private High School. The number of reachable population is 995 students with a sample size of 285. Following the problems in the study and the objectives that have been set, the research method used is a survey with a quantitative approach. The survey was chosen because this research will explain the causal relationship and hypothesis testing, while the quantitative approach is intended as an attempt to interpret and measure the research data.

RESEARCH RESULTS AND DISCUSSION

The statistical hypothesis tested is the positive direct influence of school culture (X1) on school selection (Y), the statistical hypothesis is:

H0: $\beta y1 \leq 0$ (there is no positive direct influence of school culture (X1) on school selection (Y))
H1: $\beta y1 \geq 0$ (there is a positive direct influence of school culture (X1) on school selection (Y))
H0 is rejected, if CR (tcount) ≥ 1.96

From the results of the calculation of Structural Equation Modeling, the direct effect of school culture (X1) on school selection (Y), the path coefficient of py1 is 0.348, and CR (tcount) is 6.297. Because the value of CR (6.297) ≥ 1.96, then reject H0, accept H1 and it can be interpreted that there is a significant positive direct effect of school culture (X1) on school selection (Y).

The results of the analysis of this hypothesis provide the findings that school culture (X1) has a positive direct effect on school selection (Y). School Selection. The results of this hypothesis support several previous studies which state that school culture has a positive and significant influence on parents' decision making in choosing a school, so to attract the interest of parents, all school members need to improve and maintain the quality of the school both in academics and non-academic (Khasanah, 2012) (Alsauidi, 2016).

The statistical hypothesis tested is the positive direct effect of school image (X2) on school selection (Y), the statistical hypothesis:

H0: $\beta y2 \leq 0$ (there is no positive direct effect of school image (X2) on school selection (Y))
H1: $\beta y2 \geq 0$ (there is a positive direct effect of school image (X2) on school selection (Y))
H0 is rejected, if CR (tcount) ≥ 1.96

From the results of the calculation of Structural Equation Modeling, the direct effect of school image (X2) on school selection (Y), the path coefficient of py2 is 0.342, and CR (tcount) is 6.178. Because the value of CR (6.178) ≥ 1.96 then reject H0, accept H1 and it can be interpreted that there is a significant positive direct effect School Image (X3) on School Selection (Y).

The results of the second hypothesis analysis provide the findings that the image of the school (X2) has a positive direct effect on school selection (Y). This means that the higher the image of the school (X2) will cause an increase in school selection and vice versa. The lower the image of the school will cause a decrease in school selection. The results of this study support the results of other research which also states that the image of the school is one of the factors that influence parents of students in choosing a school, with the better image of the

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school being an attraction for parents to choose and enroll students in the school in question. (Kurliyatin et al., 2017) (Echchabi & Al-Hajri, 2018).

The statistical hypothesis tested is the positive direct influence of school culture (X1) on school image (X2), the statistical hypothesis is:

H0: $\beta32 > 0$ (there is no positive direct influence of school culture (X1) on school image (X2)

H1: $\beta32 < 0$ (there is a positive direct influence of school culture (X1) on school image (X2)

H0 is rejected, if CR (tcount)> 1.96

From the calculation of Structural Equation Modeling, the direct effect of school culture (X1) on school image (X2), the path coefficient value of p32 is 0.223, and CR (tcount) is 3.640. Because the value of CR (3,640) $\geq$1.96 then reject H0, accept H1 and it can be interpreted that there is a significant positive direct influence of school culture (X1) on school image (X2).

The results of the analysis of the third hypothesis provide the findings that school culture (X1) has a positive direct effect on the image of the school (X2). decreasing school image (X2). This result is under research which states that the lower the culture of a school will make the image of the school decrease (Maamarah & Supramono, 2016) and positive and conducive school culture will improve the quality and image of the school (Sukadari, 2020).

The results of this study indicate that the two independent variables which have a direct influence on the selection of private high schools in East Jakarta, the school culture variable shows the path coefficient results for the first indicator, namely cultural values of 0.348; Furthermore, the school image variable shows the path coefficient results for the second indicator, namely the school image of 0.342. Thus school selection will increase if school institutions improve the image of each school which can be assessed both in the school environment and outside the school environment. And the selection of private schools will increase if the cultural values of the school are always implemented every day as an attraction for other students. Private School Institutions can increase the attractiveness of schools with the school environment as a target for interested students entering the private high school level.

CONCLUSION

Based on the results of the study, it can be concluded that in choosing a school the parents consider cultural factors and the image of the school. A good school culture will improve the image of the school, likewise if a negative school culture will reduce the image of the school. Therefore, it is necessary for school principals and school foundations to build and enhance a positive school culture so that it can optimize teacher performance and build good communication between teachers and students, teachers and parents, and schools with the community. With optimal teacher performance and the development of two-way communication with various parties, it will improve the quality of education and school services to students. Increasing the quality of education and services will increase community loyalty to choose these schools and increase the image of a positive and superior school.

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