Motivation of Parents to Choose Religious Educational Institutions as Means of Child Education

Apriana Nofriastuti Rasdiany[1], Viona Yolanda Putri[2], Dinda Dwi Azizah[2], Zainal Asril[1], Albizar[3]
[1]Faculty of Education and Teaching Universitas Islam Negeri Imam Bonjol Padang, Indonesia
[2]Faculty of Social Sciences Universitas Negeri Padang, Indonesia
[3]Faculty of Tarbiyah and Education Institut Perguruan Tinggi Ilmu Alquran (PTIQ) Jakarta, Indonesia
✉ apriana.rasdiany09@gmail.com *

Abstract

Children's education is the responsibility of every parent; therefore parents must be able to provide the best quality education for their children, including choosing an educational institution, one of which is the State Madrasah Ibtidaiyyah. This study aims to analyze the motivation of parents to choose religious education institutions as a means of children's education. This study used a qualitative method with a case study approach, data sources were taken from fifteen informants through direct interviews using a set of interview protocols. All data were analyzed thematically using the Miles and Huberman technique. Overall, the study results show five main themes of parents' motivation to choose Madrasah Ibtidaiyaah Negeri as their child's educational institution. The five themes are: i) prioritizing religious learning and general learning, ii) emphasizing character education through religious activities iii) students are able to apply Islamic norms in everyday life, iv) complete infrastructure facilities in Madrasahs, and v) environmental atmosphere nice madrasa. The results of this study can be used as initial data for future researchers in studying parental motivation in the context of different issues.

INTRODUCTION

Education is something that is absolute and cannot be separated from human life, both from personal life, family, and in the life of the nation and state (Choli, 2019; Setiyadi, 2012; Soraya, 2020). Through education, qualified individuals will be formed as expected by the goals of education itself. Education is the main means in efforts to improve the quality of human resources (Izzah, 2018; Wardoyo et al., 2023). Efforts to improve the quality of human resources must be through good and directed education (Ekawati, 2019). This is in accordance with the objectives of education according to the Law of the Republic of Indonesia No. 2 of 2003 concerning the National Education System Chapter 2 Article 3 which states: "National Education functions to develop abilities and shape national character and civilization, aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen" (Abdulatif & Dewi, 2021).

According to Efendi (2008), the emergence of Islamic schools referred to as Muslim elite schools has provided a new paradigm in the history of Islamic education in the country. The progress of these institutions has changed the image of Islamic education from which was originally oriented only to the mastery of Islamic sciences, now it has begun to touch on aspects of science and technology (science and technology) and has begun to reposition it at a strategic level. The Islamic schools in question are not only Islamic boarding schools or madrasa educational institutions, as so far they are known to have the authority to administer religious education. These educational institutions can be public schools based on Islamic nuances (Ismael & Iswantir, 2022). This school is also included in the category of Islamic educational institutions because it has the following characteristics; (1) using an Islamic label that is placed on the institution, (2) the foundation of its implementation is based on Islamic commitment, or (3) educational programs that are carried out are based on the development of Islamic values (Sairally, 2013). In addition to madrasah and Islamic boarding schools, Islamic-based schools include public schools with Islamic characteristics that provide indicators of Islamic religious education subjects of more than five hours of lessons per week (Sholeh, 2017). Providing education to children is a parent's obligation that must be carried out. This is based on the texts in general from the holy Al-Quran and As-Sunnah or human instincts that should care about it (Soetari, 2014).

Basically, education starts from the home environment, which is known as Al Ummahaat madrasatul uula lil abnaa', in general, mothers and fathers are the first means of education and are very decisive for the future of children, so the piety of both parents is needed first, then the piety of both parents is needed first because the piety of parents, in general, will affect the child even their grandchildren (Jailani, 2014). Likewise, Islam commands that parents act as heads and leaders in their families and are responsible for protecting their families from the fires of hell (Bakar, 2020). The responsibility of parents for their children is not only to make a living and provide clothes, or worldly pleasures, more than that Allah commands parents to set a good example, educate their morals, and pray for them (Mitra & Adelia, 2021).

Providing education to children is a parent's obligation that must be carried out. This is based on the texts in general from the Qur'an and As-Sunnah, or human instincts that should care about it. But keep in mind that giving education to children is like putting ink on a blank sheet. If we inscribe it with poor-quality ink, carelessly, then don't expect to get good results. It's different if we carve it with gold ink and with great care and caution, God willing, we will get satisfactory results. According to Khair et al., (2019), motivation is an encouragement to carry out an activity or work. Meanwhile, Cleopatra, (2015) mentions motivation as a change in energy in a person which is marked by the emergence of feeling and preceded by a response to the goal. Motivation is the effort that encourages someone to do something that has become active (Oktiani, 2017). Motivation is the internal state of an organism, whether human or animal, which encourages it to do something. in this sense, motivation means a supplier of power to behave in a directed manner (Ernata, 2017).

Islamic-based school is one of the levels of formal education that is under the auspices of Islamic institutions and under the auspices of the Ministry of Religion of the Republic of Indonesia which includes Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, Madrasah Diniyah, Religious Teacher Education, Islamic Boarding Schools, and Islamic Higher Education (BR, 2016; Nursyarief, 2014). Formal Islamic educational institutions take various forms among Muslim communities in various countries. Among others, are Darul Hikmah, al-Kuttab, Madrasah, Islamic Boarding Schools, and Islamic Schools. History records that Islamic education developed along with the emergence of Islam itself. That is, Islam was born with educational efforts. Initially, the formulation of Islamic education did not refer to a system as it is known today, but rather to the effort to propagate Islam itself which was carried out in the form of *halaqah* in the corner of the mosque, even the process starts from a house of the Prophet's friend which is better known as Darul Arqam (Nirwani Jumala, 2019).

METHODS

This study uses a qualitative method with a case study type, according to Amnda et al., (2020); Bartlett & Vavrus, (2016); Gustafsson, (2017); Martell, (2017); Taylor, (2013), a case study is a type of research if the researcher wants to observe phenomena or events in detail, both individually and in community groups. Referring to the opinion above, related to the issues and problems that the authors raise in this study, this type of research is very appropriate to use.

The source of data was taken from thirteen informants whose parents were still actively studying at the State Madrasah Ibtidaiyah Negeri in Padang, West Sumatra. All informants were selected using the technique of purposive sampling. According to Engkizar et al., (2022); Rahawarin et al., (2020), the selection of informants must meet four criteria, namely being active in the field being studied, having competence related to the problem under study, being willing to take the time to provide information to researchers, and being honest in providing information in accordance with the facts that occur in the field. To meet the criteria as an informant, all informants involved sent their children to the State Madrasah Ibtidaiyah Negeri in Padang, West Sumatra.

After the interviews were completed, all informants were taken, a transcript of the interview data was carried out, and then the themes were taken in accordance with the objectives and needs of the research data. According to Sultanik et al., (2022); Aini et al., (2019); Amnda et al., (2020); Clarke & Braun, (2018); Dewanti & Yasmita, (2022); Herzog et al., (2019), thematic analysis is an analytical technique that researchers can use in analyzing interview results so that they can be seen clearly and easily understood by readers.

The entire process of thematic analysis above was carried out using the Miles and Huberman technique. In Miles and Huberman's technique that is collecting data, after the data is collected then do data analysis, then data reduction and concluding the research (Khoridah et al., 2019).

RESULT AND DISCUSSION

Based on the results of the author's interviews with thirteen informants related to the motivation of parents to choose Madrasah Ibtidaiyyah Negeri as a means of children's education. In order to see more clearly the results of this study can be seen in Figure 1 as follows:
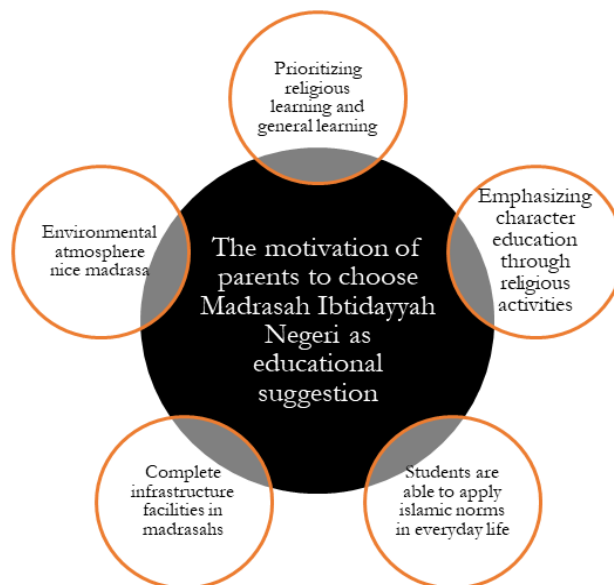

Fig 1. Description of the motivation of parents to choose religious education institutions as a means of children's education

Based on picture 1, it can be explained that after an in-depth interview with thirteen informants, there are five motivational themes for parents to choose Madarasah Ibtidaiyyah Negeri as a means of education. These five are i) prioritizing religious learning and general

learning, ii) emphasizing character education through religious activities, iii) students are able to apply Islamic norms in their daily lives, iv) completing Madrasah facilities and infrastructure, and v) pleasant Madarasah environment.

In the following, the author will describe excerpts from interviews with informants based on the five themes described above. The description of the interview that the author will display is a brief statement excerpt from the informant when the interview was conducted. Although the interview excerpts are different, they actually have more or less the same purpose and intent.

First, (prioritizing religious learning and general learning), according to the informant one of the motivations for parents to choose Madrasah Ibtidaiyyah Negeri is that students not only study religious learning, but students also study general learning, such as Natural Sciences, Mathematics, Social Sciences, Citizenship Education and others. This theme was stated by informants 1-7 as excerpts from the below:

> … a state ibtidaiyah madrasah is a school that teaches a lot of religious subjects… (1). … Islam-based schools are schools where the portion of Islamic religious subjects is prioritized and more than other public schools. If in public schools the portion of religious subjects is only a little, so the child's religious experience will be lacking … (2). … an Islamic-based school is a school that can equip children with religious knowledge as well as general knowledge so that the knowledge possessed by children is balanced… (3). … Islamic-based schools are schools that besides having a lot of religious lessons, there are also many religious programs outside of study hours, such as extracurriculars… (4). …Islamic schools are clearly very different from public schools, especially in terms of the Islamic religion. Islamic schools when studying material and practicing religion are more automatic in conveying material in much more detail… (5). …Schools that provide knowledge about religion also provide general knowledge, so the knowledge of the world can gain the hereafter and can not only pursue the knowledge of the world but also pursue the knowledge of the afterlife… (6). … Islamic schools are schools that can provide religious knowledge to children and form Islamic character in children from an early age… (7).

Second, (emphasizing character education through religious activities), according to the informant because at this Madrasah character education based on Islam is very necessary for the education of their children. This theme was stated by informant 1 as excerpts from the below:

> …Islam-based schools, in my opinion, are schools that can educate the character of your children, through religious activities held at school. For example the Duha prayer before class starts, the midday prayer in congregation, reading the Qur'an… (1).

Third, (students are able to apply Islamic norms in everyday life), according to informants besides gaining knowledge, students can also apply Islamic norms in their environment in everyday life. This theme was stated by informants 1 & 2 as excerpts from the below:

> …If the child is not used to being given religious education in everyday life, maybe the child will do something that violates teachings that are in accordance with Islamic law. In addition, children also know correctly the norms that are in accordance with the teachings of Islamic religious law. And not only limited to knowing but being able to apply it in everyday life… (1). …as parents should instill religious education from the beginning, either by boarding or sending children to Islamic educational institutions. So that the child has a strong faith, his aqidah is truer than his parents, then later when he grows up he will be a person who can distinguish between halal and haram so that he knows what is right and what is wrong… (2).

Fourth, (complete Madrasah facilities and infrastructure), according to the informant's motivation for parents to choose Madrasah Ibtidaiyyah as a means of children's education, namely that the facilities and infrastructure at the Madrasah are adequate and complete. This theme was stated by informants 1-3 as excerpts from the below:

> … Completeness of facilities and infrastructure is the most important element because its existence will greatly support the success of a learning process in schools. It is undeniable that in the education process, the quality of education is also supported by the facilities and infrastructure that

become the standard of a school… (1). … Madrasah are famous for their complete learning facilities, so the learning process will run properly to achieve the goals desired by the school… (2). … Facilities and infrastructure in education for children must be paid close attention so that children are not lacking in the learning process, therefore madrasah are very suitable for schools because the facilities and infrastructure are very complete and adequate… (3).

Fifth, (pleasant environment of the Madarasah), according to the informant of the Madarasah environment greatly influences the learning process of the students in the Madarasah, where the environment of the Madrasah is very clean, spacious, and pleasant which is able to arouse students' enthusiasm for learning. This theme was expressed by informant 1 & 2 as excerpts from the below:

…Environmental conditions or the condition of the school building and its location are very important to support the teaching and learning process to be the most important reference in the decision of parents to choose a school for their children because the existence of a pleasant and safe school environment for children makes parents not hesitate anymore to leave their children at school. and this can also create comfort in the learning process and participate in influencing the success rate of children's learning, especially in learning Religion… (1). … the madrasah environment plays a very important role in improving the mindset of children because the environment in which children go to school is one of the factors that influence the development and growth of children. A positive environment will produce positive morals, morals, and character as well… (2).

CONCLUSION

Based on the results of the study it can be concluded that the views of parents about Islamic-based schools are different, including Islamic-based schools according to parents are schools that can educate children's character which comes from Islamic religious values themselves, schools have Islamic nuances starting from clothing, programs that support religion such as Dhuha prayers every morning, tadarus and midday prayers in congregation, schools that have more religious education portions than other schools with indicators of the PAI program structure of at least 5 hours of lessons per week, schools with curriculum, vision, and mission which is designed to learn what is commanded by Allah SWT. The motivation of parents to send their children to Islamic-based schools includes parents wanting their children to understand the rules of Islamic religious teachings and be able to apply them properly and correctly, parents want their children to be pious and pious who can serve both parents so that children have strong faith and devotion, parents hope that their children will become perfect people, namely people who have a noble character, virtuous character, and have an Islamic personality.

The motivation of parents to send their children to state Madrasah Ibtidaiyah Negeri in terms of the school environment is quite high and enthusiastic. The school environment plays a very important role in improving the mindset of children because the school environment is one of the factors that influence the development and growth of children. A positive environment will produce positive morals, morals, and character as well. Environmental conditions or the condition of the school building and its location are very important to support the teaching and learning process to be the most important reference in the decision of parents to choose a school for their children because the existence of a pleasant and safe school environment conditions for children makes parents not hesitate anymore to leave their children at school. And also this can create comfort in the learning process and participate in influencing the level of success of children's learning, especially in religious learning. It is undeniable that in the educational process, the quality of education is also supported by the facilities and infrastructure that become the standard

of a school, therefore the completeness of the facilities and infrastructure is also a reference for parents in choosing the decision to send their children to school because the facilities and infrastructure greatly affect the child's ability to Study. With the completeness of these learning facilities, the learning process will run properly to achieve the goals desired by the school.

REFERENCES

Abdulatif, S., & Dewi, D. A. (2021). Peranan Pendidikan Kewarganegaraan Dalam Membina Sikap Toleransi Antar Siswa. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, *4*(2), 103–109. https://doi.org/10.55215/jppguseda.v4i2.3610

Aini, K., Tamuri, A. H., & Syafril, S. (2019). Competency, Attitude and Islamic Teachers' Issue in Using Computer for Learning and Teaching Process. *Khalifa: Journal of Islamic Education*, *3*(1), 17. https://doi.org/10.24036/kjie.v3i1.20

Amnda, V., Wulandari, S., Wulandari, S., Nabila Syah, S., Andi Restari, Y., Atikah, S., Engkizar, E., Anwar, F., & Arifin, Z. (2020). Bentuk Dan Dampak Perilaku Bullying Terhadap Peserta Didik. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, *5*(1), 19–32. https://doi.org/10.34125/kp.v5i1.454

Bakar, A. (2020). Keluarga Sebagai Pondasi Lingkungan Pendidikan. *Equalita: Jurnal Studi Gender Dan Anak*, *2*(2), 142. https://doi.org/10.24235/equalita.v2i2.7450

Bartlett, L., & Vavrus, F. (2016a). Rethinking case study research: A comparative approach. In *Rethinking Case Study Research: A Comparative Approach*. Routledge. https://doi.org/10.4324/9781315674889

BR, M. S. (2016). Implementasi Pengajian Kitab Di Pesantren Darul Mukhlisin Dan Minhajussunnah Kota Kendari. *Al-Qalam*, *19*(1), 117. https://doi.org/10.31969/alq.v19i1.146

Choli, I. (2019). Pembentukan Karakter Melalui Pendidikan Islam. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, *2*(2), 35–52. https://doi.org/10.34005/tahdzib.v2i2.511

Clarke, V., & Braun, V. (2018). Using thematic analysis in counselling and psychotherapy research: A critical reflection. *Counselling and Psychotherapy Research*, *18*(2), 107–110. https://doi.org/10.1002/capr.12165

Cleopatra, M. (2015). Pengaruh Gaya Hidup dan Motivasi Belajar terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *5*(2). https://doi.org/10.30998/formatif.v5i2.336

Dewanti, L., & Yasmita, E. M. (2022). Pengembangan Bahan Ajar Tematik Terpadu berbasis Buku Cerita Bergambar pada Siswa di SDN 17 Pasar Surantih Pesisir Selatan Sumatera Barat. *Jurnal Ilmiah Hospitality*, *11*(1), 381–388. https://doi.org/https://doi.org/10.47492/jih.v11i1.1622

Efendi, A. (2008). Peran Strategis Lembaga Pendidikan Berbasis Islam di Indonesia. *El-Tarbawi*, *1*(1), 1–11. https://doi.org/10.20885/tarbawi.vol1.iss1.art1

Ekawati, F. (2019). Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Pendidikan Di Smpit. *Jurnal Isema : Islamic Educational Management*, *3*(2), 1–22. https://doi.org/10.15575/isema.v3i2.5006

Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, *1*(1), 54–67. https://doi.org/10.24036/insight.v1i1.27

Ernata, Y. (2017). Analisis Motivasi Belajar Peserta Didik Melalui Pemberian Reward Dan Punishment Di Sdn Ngaringan 05 Kec.Gandusari Kab.Blitar. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, *5*(2), 781. https://doi.org/10.22219/jp2sd.v5i2.4828

Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study. *Academy of Business, Engineering and Science Halmstad University, Sweden*, *2*(2), 1–15.

https://doi.org/http://www.diva-portal.org/smash/record.jsf?pid=diva2:1064378
http://www.diva-

Harahap, D. S., & Khair, H. (2019). Pengaruh Kepemimpinan Dan Kompensasi Terhadap Kepuasan Kerja Melalui Motivasi Kerja. *Maneggio: Jurnal Ilmiah Magister Manajemen*, *2*(1), 69–88. https://doi.org/10.30596/maneggio.v2i1.3404

Herzog, C., Handke, C., & Hitters, E. (2019). Analyzing Talk and Text II: Thematic Analysis. In *The Palgrave Handbook of Methods for Media Policy Research* (pp. 385–401). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-16065-4_22

Ismael, F., & Iswantir, I. (2022). Konsep Pendidikan Sekolah Islam Terpadu. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, *1*(2), 127–134. https://doi.org/https://doi.org/10.31004/jpion.v1i2.30

Ismatul Izzah. (2018). Peran Pendidikan Agama Islam Dalam Membentuk Masyarakat Madani. *Pedagogik : Jurnal Pendidikan*, *5*(1), 50–68. https://doi.org/https://doi.org/10.33650/pjp.v5i1.219

Jailani, M. S. (2014). Teori Pendidikan Keluarga dan Tanggung Jawab Orang Tua dalam Pendidikan Anak Usia Dini. *Nadwa: Jurnal Pendidikan Islam*, *8*(2), 245–260. https://doi.org/10.21580/nw.2014.8.2.580

Khoridah, F., Prasetiyawati, D., & Baedowi, S. (2019). Analisis Penerapan Metode Sas (Struktural Analitik Sintetik) Dalam Kemampuan Menulis Permulaan. *Journal for Lesson and Learning Studies*, *2*(3). https://doi.org/10.23887/jlls.v2i3.19899

Martell, C. C. (2017). Approaches to teaching race in elementary social studies: A case study of preservice teachers. *Journal of Social Studies Research*, *41*(1), 75–87. https://doi.org/10.1016/j.jssr.2016.05.001

Mitra, O., & Adelia, I. (2021). Profil Orang Tua Sebagai Pendidik Menurut Al Qur'an. *Tarbawi : Jurnal Ilmu Pendidikan*, *16*(2), 170–177. https://doi.org/10.32939/tarbawi.v16i2.759

Nirwani Jumala, N. F. (2019). Gambaran Sistem Pendidikan Islam Pada Masa Sahabat. *Jurnal Serambi Ilmu*, *20*(1), 120. https://doi.org/10.32672/si.v20i1.998

Nursyarief, A. (2014). Pendidikan Islam Di Indonesia Dalam Lintasan Sejarah (Perspektif Kerajaan Islam). *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, *17*(2), 256–271. https://doi.org/10.24252/lp.2014v17n2a8

Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, *5*(2), 216–232. https://doi.org/10.24090/jk.v5i2.1939

Rahawarin, Y., Engkizar, Hakim, R., Sari, W. W., Ramdani, N. S., Kasmar, I. F., Wulandari, S., Restari, Y. A., Mutathahirin, Amnda, V., & Arifin, Z. (2020). Seven Motivations of Students Selecting Department of Islamic Teaching Education in Public University. *Asian Social Science and Humanities Research Journal (ASHREJ)*, *2*(1), 45–55. https://doi.org/10.37698/ashrej.v2i1.25

Salma Sairally, B. (2013). Evaluating the corporate social performance of Islamic financial institutions: an empirical study. *International Journal of Islamic and Middle Eastern Finance and Management*, *6*(3), 238–260. https://doi.org/10.1108/IMEFM-02-2013-0026

Setiyadi, A. C. (2012). Pendidikan Islam Dalam Lingkaran Globalisasi. *At-Ta'dib*, *7*(2). https://doi.org/10.21111/at-tadib.v7i2.74

Sholeh, M. (2017). Kajian Kritis Tentang Standar Nasional Pendidikan (SNP). *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, *1*(1), 36–55. https://doi.org/10.33650/al-tanzim.v1i1.26

Soetari, E. (2014). Pendidikan karakter dengan pendidikan anak untuk membina akhlak islami. *Jurnal Pendidikan Universitas Garut*, *08*(01), 116–147. https://doi.org/http://dx.doi.org/10.52434/jp.v8i1.73

Soraya, Z. (2020). Penguatan Pendidikan Karakter untuk Membangun Peradaban Bangsa. *Southeast Asian Journal of Islamic Education Management*, *1*(1), 74–81. https://doi.org/10.21154/sajiem.v1i1.10

Sultanik, D., Japeri, J., Taufan, M., & Efendi, E. (2022). Implementing Character Values to

Learners in Didikan Subuh Program. *International Journal of Islamic Studies Higher Education*, *1*(1), 68–79. https://doi.org/10.24036/insight.v1i1.110

Taylor, L. (2013). The Case as Space: Implications of Relational Thinking for Methodology and Method. *Qualitative Inquiry*, *19*(10), 807–817. https://doi.org/10.1177/107780413503799

Wardoyo, Iswandi, I., & Kartini. (2023). Animo Orang Tua Menyekolahkan Anak di Madrasah Ibtidaiyah Nahdlotur Rijal Kroya Indramayu. *Jurnal Pengabdian Masyarakat Waradin*, *2*(1), 35–49. https://doi.org/https://doi.org/10.56910/wrd.v2i1.260