



Consideration of Parents in Choosing Islamic Schools in the Digital Era

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Abstract

In the digital era, formal education is not only about learning at school but also about learning and education outside of school. This condition has more or less directly affected the consideration of parents in choosing a school, especially in the digital era. This research is conducted using quantitative and qualitative analysis methods. The quantitative method is performed by analyzing the potential of the schools chosen by parents, while the qualitative method is to find out the opinions of parents in more depth in choosing schools for their children. TOPSIS (Technique for Order Preference by Similarity to Ideal Solution) analysis is performed which involves three experts in assessing good schools in the digital era. Three types of schools are used as research objects such as Islamic Boarding Schools, Public Schools, and Subsidized Schools. Some interesting findings related to considerations of parents in choosing a school are related to religious education for their children, access to education, and also the reason for the relatively expensive cost of Islamic-based schools. Therefore, parents tend to choose non-boarding public schools.

Keywords: Consideration of parents, Choosing a school, Digital era, School potential analysis, TOPSIS.

Abstrak

Di era digital, pendidikan formal tidak hanya tentang pembelajaran di sekolah, tetapi juga tentang pembelajaran dan pendidikan di luar sekolah. Kondisi ini sedikit banyak secara langsung mempengaruhi pertimbangan orang tua dalam memilih sekolah, terutama di era digital. Penelitian ini dilakukan dengan menggunakan metode analisis kuantitatif dan kualitatif. Metode kuantitatif dilakukan dengan menganalisis potensi sekolah yang dipilih oleh orang tua, sedangkan metode kualitatif untuk mengetahui pendapat orang tua secara lebih mendalam dalam memilih sekolah untuk anaknya. Analisis TOPSIS (Technique for Order Preference by Similarity to Ideal Solution) dilakukan yang melibatkan tiga orang ahli dalam menilai sekolah yang baik di era digital. Terdapat tiga jenis sekolah yang dijadikan objek penelitian yaitu Pondok Pesantren, Sekolah Umum, dan Sekolah Bersubsidi. Beberapa temuan menarik terkait pertimbangan orang tua dalam memilih sekolah adalah terkait pendidikan agama bagi anak-anaknya, akses pendidikan, dan juga alasan biaya yang relatif mahal untuk sekolah berbasis Islam. Oleh karena itu, orang tua cenderung memilih sekolah umum non asrama.

Kata Kunci: Pertimbangan orang tua, Memilih sekolah, Era digital, Analisis potensi sekolah, TOPSIS.

INTRODUCTION

Education is always synonymous with teachers and students where education is considered important. Education itself is a process of learning, increasing capacity and ability, and so on that has been passed down from generation to generation.¹ People who have a good education are considered capable of developing culture, self-potential, and intelligence so that they can contribute to building a developed, highly-cultured, and dignified country.² Apart from formal education, character education is also an important part so in general education is not only about higher education or degrees achieved but also about building character and noble character.³

In today's digital era, information can be accessed very easily and this can certainly help educational institutions in terms of obtaining information quickly and flexibly.⁴ The digital era is also very influential in increasing human resources where everyone can develop creative ideas in their fields without limits because the information is very easily disseminated using digital technology and other non-physical media.⁵

With these considerations, many parents send their children to schools that can provide good formal education and create character with noble behavior.⁶ This is very much required for every individual because at this time what is necessary is not only about higher education but about humans who can humanize humanity, have the value of decency, and know how to respect others.⁷ The process of education in schools today is still much more concerned with cognitive aspects than psychomotor aspects. This certainly has an impact on educational

¹ Muhammad Abu Bakar, Khidriyah Amimatul Umroh, and Fatima Hameed, "Improving Quality Islamic Education for Today's Generation," *At-Tadzkiir: Islamic Education Journal* 2, no. 2 (August 26, 2023): 118–28, <https://doi.org/10.59373/attadzkiir.v2i2.42>; Dery Jamaludin Basari et al., "Human Resource Management Model in Islamic Boarding School-Based Private Madrasah Tsanawiyah," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (February 26, 2023): 14–30, <https://doi.org/10.31538/ndh.v8i1.2884>; Dian Dian et al., "Optimizing Islamic Religious Colleges In Facing The Era of Globalization," *Tajkiir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (February 4, 2023): 58–77, <https://doi.org/10.31538/tjje.v4i1.326>.

² Dani Gunawan, Bachrudin Musthafa, and Dinn Wahyudin, "Improving Language Skills Through Linguistic Intelligence Learning Design," *Jurnal Ilmiah Peuradeun* 10, no. 3 (September 30, 2022): 579–602, <https://doi.org/10.26811/peuradeun.v10i3.772>.

³ Francisco Borges, "Knowledge, Attitudes and Behaviours Concerning Sustainable Development: A Study among Prospective Elementary Teachers," *Higher Education Studies* 9, no. 2 (February 23, 2019): 22, <https://doi.org/10.5539/hes.v9n2p22>.

⁴ Baginda Sitompul, "Kompetensi Guru Dalam Pembelajaran Di Era Digital," *Jurnal Pendidikan Tambusai* 6, no. 3 (July 24, 2022): 13953–60, <https://doi.org/10.31004/jptam.v6i3.4823>.

⁵ Kwame Ansong-Gyimah, "Students' Perceptions and Continuous Intention to Use E-Learning Systems: The Case of Google Classroom," *International Journal of Emerging Technologies in Learning (IJET)* 15, no. 11 (June 12, 2020): 236–44, <https://doi.org/10.3991/ijet.v15i11.12683>.

⁶ Endun Abdul Haq et al., "Management of Character Education Based on Local Wisdom," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (March 24, 2022): 73–91, <https://doi.org/10.31538/ndh.v7i1.1998>; Mala Komalasari and Abu Bakar Yakubu, "Implementation of Student Character Formation Through Islamic Religious Education," *At-Tadzkiir: Islamic Education Journal* 2, no. 1 (March 25, 2023): 52–64, <https://doi.org/10.59373/attadzkiir.v2i1.16>; Arinal Husna et al., "Building A Muslim Worldview Through Islamic Education in The Middle of Globalization," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 1 (January 10, 2023): 46–59, <https://doi.org/10.31538/nzh.v6i1.2622>.

⁷ Anita Ekantini and Insih Wilujeng, "The Development of Science Student Worksheet Based on Education for Environmental Sustainable Development to Enhance Scientific Literacy," *Universal Journal of Educational Research* 6, no. 6 (June 2018): 1339–47, <https://doi.org/10.13189/ujer.2018.060625>.

methods in schools in general.⁸ There are still many teachers who just teach and spend material in learning package books as a formality without teaching good ethics that must be applied.⁹ The purpose of education itself is a way to form intelligence and develop potential in every student. With intelligence and self-potential, every child can have good intellect, adequate creative reasoning power and have a good and independent personality, and become a useful member of society for the nation and country.¹⁰

This research has two objectives. The first is to find out the considerations of parents in choosing a school for their children. Three types of schools are used as research objects, such as Islamic boarding schools, public schools, and subsidized schools. Those schools are Yasayan Amantul Ummah, with three different types of schools; (1) Madrasa in Islamic boarding schools: International Standard Madrasa (MBI) and Accelerated Madrasa Aliyah (MA), (2) Senior High Schools in Islamic Boarding Schools: Islamic boarding school-based high school (SMA BP), (3) Non-boarding High School: Amanatul Ummah High School Surabaya (SMA AU) and Hikmatul Amanah Senior High School (SMA Hikam). Meanwhile, the second is to find out the opinions of experts in determining good schools for children in the digital era using the TOPSIS method.

RESEARCH METHOD

This research focuses on two Islamic boarding schools in Mojokerto Regency, East Java, Indonesia. The research methodology is qualitative and the primary data source is obtained directly from informants. Informants are selected using a non-probability sampling approach based on their relationship with the interests of Islamic boarding schools and their in-depth knowledge of clinical supervision, professional teachers, and multicultural values in Indonesia. The research was conducted at schools in Yasayan Amantul Ummah with three different types of schools; (1) Madrasa in Islamic boarding schools: International Standard Madrasa (MBI) and Accelerated Madrasa Aliyah (MA), (2) Senior High School in Islamic Boarding Schools: Islamic boarding school-based high school (SMA BP), (3) Non-boarding High School: Amanatul Ummah High School Surabaya (SMA AU) and Hikmatul Amanah Senior High School (SMA Hikam).

There are two analyses carried out in the study including an analysis of the school potential using a spider web chart with several criteria such as (1) ease of access, (2) services offered by schools in the form of available facilities and infrastructure, (3) track record of student achievement, (4) school education costs, (5) character and religious education. In the

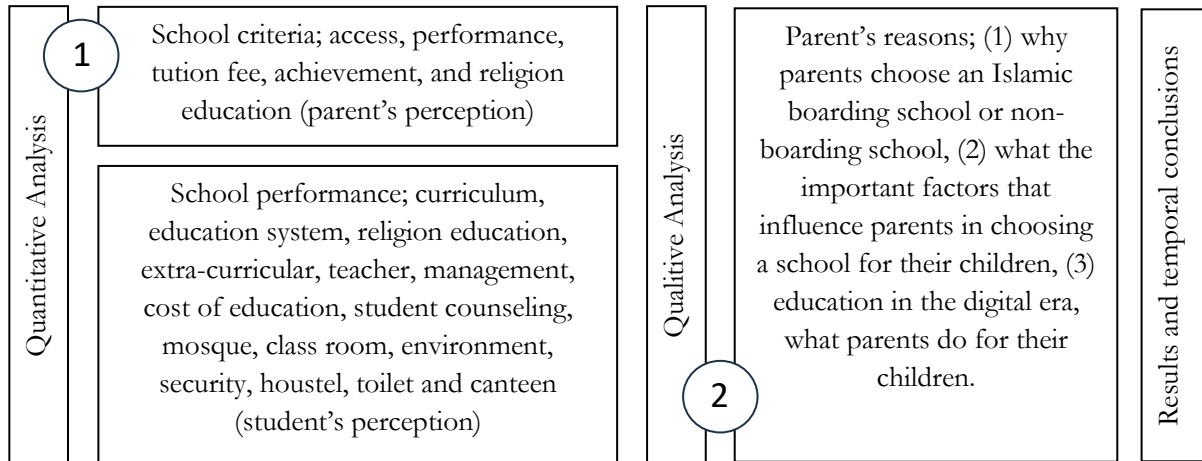
⁸ Alex C. Michalos et al., "Knowledge, Attitudes and Behaviours. Concerning Education for Sustainable Development: Two Exploratory Studies," *Social Indicators Research* 100, no. 3 (February 2011): 391–413, <https://doi.org/10.1007/s11205-010-9620-9>.

⁹ Choirul Mahfud et al., "Islamic Education for Disabilities: New Model for Developing Islamic Parenting in Integrated Blind Orphanage of Aisyiyah," *Indonesian Journal of Islam and Muslim Societies* 13, no. 1 (June 5, 2023): 115–42, <https://doi.org/10.18326/ijims.v13i1.115-142>.

¹⁰ Guang Yang, Chi-Chung Lam, and Ngai-Ying Wong, "Developing an Instrument for Identifying Secondary Teachers' Beliefs About Education for Sustainable Development in China," *The Journal of Environmental Education* 41, no. 4 (June 23, 2010): 195–207, <https://doi.org/10.1080/00958960903479795>; Rahmawati Rahmawati et al., "Chinese Ways of Being Good Muslim: From the Cheng Hoo Mosque to Islamic Education and Media Literacy," *Indonesian Journal of Islam and Muslim Societies* 8, no. 2 (December 2, 2018): 225–52, <https://doi.org/10.18326/ijims.v8i2.225-252>.

school potential analysis, around 50 parents were selected as respondents in the study so the total number of respondents was 255 people. By using a Likert scale, with a value of 1 for disagree, and a value of 5 for very agree, respondents choose based on the criteria prepared in the questionnaire.

Figure 1. Two stages of research



School potential analysis is performed based on the opinions of students in each school. The variables that are used as questions in the questionnaire are curriculum, education system, religion education, extracurricular, teacher, management, tuition fee, student counseling, mosque, class room, environment, security, hostel, toilet and canteen. The questionnaire also uses a Likert scale with around 80 respondents for each school so that the total number of respondents is 405 students. Then, the research continued with an analysis of the results of in-depth interviews with 27 parents of students using several key questions: (1) why parents choose an Islamic boarding school or non-boarding school, (2) what the important factors that influence parents in choosing a school for their children, (3) education in the digital era, what parents do for their children. The following figure is a research flowchart.

The next research stage is to use TOPSIS to find out the opinions of experts in implementing education in the post-pandemic digital era. The advantage of the TOPSIS method for decision-making is that it has a simple concept that is easy to understand, efficient, and can assess the advantages of the various available decision alternatives because they are presented using a simple mathematical formulation (Li J et al, 2021). This study includes determining the location of education by evaluating various criteria according to the opinions of three experts in the field of education, Prof. Agus Mulyana as a senior lecturer at the University of Education, Dr. Ir. Wahid Wahyudi, MT. as Head of the Education Office of East Java Province, and Ludfi Ariyono, AP., S. Sos., M.Sc. as Head of Education Office of Mojokerto Regency, East Java.

There are several stages of data processing performed to analysis using TOPSIS including determining a decision matrix that contains alternatives, criteria for selecting types of education, and the value of each alternative with criteria for implementing Education in the post-pandemic digital era, and then creating a normalization matrix for each alternative location selection decisions with various criteria. Vector normalization is used to compare measures that have various units, also known as distributive normalization by dividing the decision matrix by the

sum of the square roots of each criterion. r_{ij} is the element of the normalized decision matrix, X_{ij} is the performance rating of the “i” alternative to the “j” attribute using the equation shown below.

$$r_{ij} = \frac{X_{ij}}{\sqrt{\sum_{i=1}^m X_{ij}^2}} \tag{1}$$

The next stage is to determine the Positive Ideal Solution (PIS) and Negative Ideal Solution (NIS) individually for each decision maker with the following equation.

$$V^{k+} = \{r_i^{k+} r_n^{k+}\} \{ \max r_{ij}^k \mid j \in J \} \{ \min r_{ij}^k \mid j \in J' \} \tag{2}$$

$$V^{k-} = \{r_i^{k-} r_n^{k-}\} \{ \min r_{ij}^k \mid j \in J \} \{ \max r_{ij}^k \mid j \in J' \} \tag{3}$$

Defines W vector to set the attributes in the group. Then, calculate the difference in the value of each solution, both positive and negative (See equations 4, 5, 6 and 7). Equations 4 and 5 are ways to calculate individual PIS and NIS measures using the Euclidean method. According to Nishom (2019), this method is the best method with a high degree of accuracy compared to the Manhattan and Minkowski methods (See equations 4 and 5).

$$S_i^{k+} = \{ \sum_{j=1}^n w_j^k (V_{ij}^k - V_{ij}^{k+})^2 \} \tag{4}$$

$$S_i^{k-} = \{ \sum_{j=1}^n w_j^k (V_{ij}^k - V_{ij}^{k-})^2 \} \tag{5}$$

Meanwhile, according to Rafiei et al (2021) and Gulum et al (2021) state that calculating the PIS and NIS values for each group of solutions using a geometric average can also be used because it is more sensitive to the presence of various data. The Geometric Mean can be used to find the average value in the data for each group (see equations 6 and 7).

$$\bar{S}_i^+ = \prod_{k=1}^k (S_i^{k+})^{1/k} \tag{6}$$

$$\bar{S}_i^- = \prod_{k=1}^k (S_i^{k-})^{1/k} \tag{7}$$

Then, calculate the relative density for the most ideal solution in each group where the CI value is the relative closeness value of each alternative in each group.

$$\bar{C}_i^* = \frac{\bar{S}_i^-}{\bar{S}_i^- + \bar{S}_i^+} \tag{8}$$

The next step is to rank the preference scores obtained. In making decisions to determine the best educational location, data and criteria for alternative locations are required (Setiawan, Djunaidi, et al., 2019). And for determining alternative criteria for the best educational locations in the digital era, it can be seen in Table 1 below.

Table 1. Criteria for alternative education in the digital era

Code	Criteria	Parameter	Score
A	Close to settlement area	near, average, far, very far	1, 2, 3, 4
B	Teacher capability	average, good, best	1, 2, 3
C	Basic school facility and infrastructure	Poor, Average, Good	1, 2, 3
D	Sport and relaxation facilities	1, 2, 3, 4, 5	1, 2, 3, 4, 5
E	Internet access	20, 30, 50, 100, >100	1, 2, 3, 4, 5
F	School education system	Regular, Boarding, Both	1, 2, 3
G	Religion education	2 hours, 4 hours, > 6 hours	1, 2, 3
H	Cost of education	Cheap, Average, Expensive	1, 2, 3
I	Government Support	no, yes	1, 2

RESULTS AND DISCUSSION

In the research, two types of analysis are conducted to find out the perceptions and considerations of parents in choosing schools for their children in the digital era. There are two different conditions in each school, boarding school and non-boarding school. There are also differences in the education curriculum, the curriculum, and the learning system from the Ministry of Religion or from the Ministry of education. Table 2 shows the condition of the learning system in each school which is used as an object in the research.

Based on the results of data recapitulation from 255 respondents spread across 5 schools, it can be generally known about the opinions of parents in choosing schools for their children. Table 3 shows the answers from respondents based on 5 variables such as ease of access, school facilities, school performance, tuition fees, and religious education.

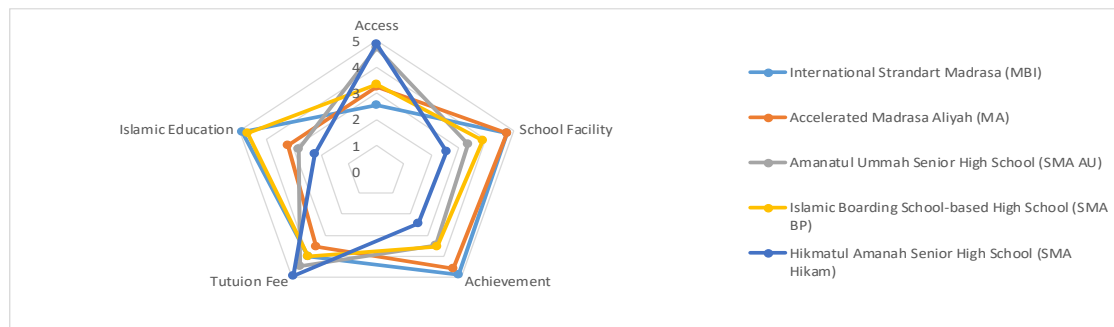
Table 2. Learning system in schools

No	School	System	Scholarship	Boarding School	Duration (hour)	Islamic Learning (hour)
1	MBI	Religion	No	Yes	10	4
2	MA	Religion	No	Yes	10	4
3	SMA BP	Education	No	No	6	2
4	SMA AU	Education	No	Yes	10	4
5	Hikam	Education	Yes	No	6	2

In the spider web chart below, you can see how parents are satisfied with their education at an Islamic boarding school even though the average score for achieving school is relatively low. This is because the respondent's residence is far from school, not only from the same province but even from outside the province and also from outside the island which is different from non-boarding schools, where students live in the vicinity of the school and are easy to reach.

Tabel 3. Result of spider web chart based on respondent’s answer

School	Access	School Facility	Achievement	Tutuion Fee	Islamic Education	Capacity
International Strandart Madrasa (MBI)	2.55	4.75	4.89	4.03	4.89	21.11
Accelerated Madrasa Aliyah (MA)	3.23	4.78	4.57	3.52	3.21	19.31
Amanatul Ummah Senior High School (SMA AU)	4.72	3.36	3.51	4.49	2.81	18.89
Islamic Boarding School-based High School (SMA BP)	3.31	3.89	3.56	4.01	4.68	19.45
Hikmatul Amanah Senior High School (SMA Hikam)	4.88	2.55	2.45	4.92	2.25	17.05



Spider web chart analysis is the result of a recapitulation of respondents' opinions for each of the parameters assessed such as access to schools, school facilities, school attainment or achievement, school fees, and religious education in schools. Based on the results of spider web analysis, it can be seen that respondents are very satisfied with the achievement of international standard madrasas and also with accelerated madrasa aliyah, in contrast to Hikmatul Amanah Senior High School. Ease of access to school is an important parameter for respondents even though in terms of achievement and school achievement the respondent gave a less-than-good score. Opinions from respondents regarding education in non-boarding schools also show a low value compared to boarding schools.

Table 4 is the result of an analysis of school potential which is a recapitulation of respondents' opinions about the 15 facilities provided by each school. In general, international standard madrasas provide excellent services except for tuition fees, classrooms, hostels, and canteens. Meanwhile, toilet service received a very low score in the opinion of the respondents. This can be seen in Table 4 that the overall score at Hikmatul Amanah Senior High School is the lowest among other schools.

To perform the qualitative analysis, interviews are conducted with several informants in each school. There are more than 40 parents who are interviewed but only 27 data can be used and analyzed as research findings. Meanwhile, some of the key questions in the research include:

- (1) Why do parents choose Islamic boarding schools or non-boarding schools?
- (2) What are the important factors influencing parents in choosing a school for their children?
- (3) Education in the digital era, what do parents do for their children?

Table 4. Result of School Potential Analysis

No	School Facilities	A	B	C	D	E
1	Curriculum	4.75	4.88	4.72	4.15	3.75
2	Education System	4.81	4.85	4.24	4.11	3.65
3	Religion Education	4.55	4.25	4.15	3.62	2.51
4	Extra curricular	4.88	4.89	4.17	4.02	3.78
5	Teacher	4.88	4.85	4.15	4.28	4.88
6	Management	4.18	4.25	3.67	3.77	4.01
7	Tution Fee	3.59	3.85	4.52	3.51	4.95
8	Mosque	4.22	4.25	4.25	3.05	3.21
9	Class Room	3.68	3.22	3.22	4.25	3.22
10	Student counseling	4.22	4.25	3.52	4.11	3.23
11	Environment	4.25	4.35	4.08	3.25	2.95
12	Security	4.15	4.21	4.11	4.45	3.33
13	Housetel	3.25	3.31	3.11	-	-
14	Toilet	2.25	2.35	2.15	3.35	2.35
15	Canteen	3.25	2.53	2.91	3.03	4.42
Average Value		4.06	4.02	3.80	3.78	3.59

A. MBI, B. Accelerate, C. SMA BP, D. SMA AU Surabaya, E. Hikmatul Amanah

In the first group of questions, **"Why do parents choose Islamic boarding schools?"**, the answers from the informants had a lot in common, such as the importance of religious education as a provision for social life, character building, and formal education which is more intensive and also not distracted by gadgets such as consoles games, smartphones and so on. An informant named Jamaluddin who is the parent of a student at International Standard Madrasah from Lampung Province stated that:

Education at an Islamic boarding school is the answer to my anxiety about children's education in today's digital era. If they are always at home, children play more with gadgets and forget to study but when they are in Islamic boarding schools, there are strict rules and it is hoped that education at these Islamic boarding schools can form good character for children without leaving formal education before heading to higher education. higher education, either in domestic or abroad.

In contrast to the opinion of Jamaluddin, Ruswan, from Semarang - Central Java, parents of students whose children attend an Accelerated Madrasa Aliyah have more specific reasons he sending his children to Islamic boarding schools, he said:

Islamic boarding schools offer complete education, not only formal education but religious education, which is not completely obtained in public schools. At the Accelerated Madrasa Aliyah, students also learn about a comprehensive formal education. 3 years of education is taken in just 2 years, so of course students will be required to be able to complete learning material better. Meanwhile, the cost of education is also relatively cheap when compared to other boarding schools.

Meanwhile, for parents who send their children to non-boarding schools, they have several different reasons. Parents stated that the factors and considerations in choosing a school for their children were the cost of schooling and the distance from home. Ease of access and distance from home are also reasons why spending on children's schooling is not too high. Aris Subagio who lives in Sidoarjo sends his son to Amanatul Ummah Senior High School, Siwalankerto, Surabaya, he stated that:

Actually, I want to send my children to Islamic boarding schools without neglecting formal education. Due to limited funds, I sent my child to a senior high school but it was still under the management of a pesantren. My son does not live in the hostel (boarding school) because he is still required at home to help me looking after the family's shop. This school also costs relatively affordable and usually I pick up and drop off to go to school so this is to reduce transportation costs.

Then, what about the facilities offered by the school or the track record of achievement of students or school alumni, is it one of the considerations for parents to choose a school for their child? Both are actually important factors for parents in choosing a school for their child. Thus, through the second group of questions in the interview, it became a list of questions about "Important factors that influence parents in choosing a school for their children". It doesn't matter if schools are in boarding schools or non-boarding schools, parents are very concerned about the continuity of their children's education. As stated by Firman, one of the parents in the Islamic School-based High School System. This school actually does not use the curriculum from the ministry of religion but this school is located in a boarding school and has a dormitory. He stated that.

I am proud to send my child to a boarding school because the paradigm of the Islamic boarding school which is considered as a place to punish naughty children is broken at this school. Many alumni from this pesantren whose graduates continue their education abroad, not only to Egypt or Morocco to study religion but also to Australia, Germany, Japan, Russia, Taiwan and many more.

Islamic boarding schools under the auspices of the Amanatul Ummah Foundation offer education not only traditional religious education but also combine it with modern education which is able to go hand in hand with the progress of the current digital era. This is of course inseparable from the vision and mission of the Amanatul Ummah Foundation which is to be able to compete with advanced education in the world and to be the best and most advanced in matters of formal and non-formal education. Unlike Suherman, a parent of a student at a non-boarding school, said that the consideration for choosing a school is not only about alumni achievements but also considering the limited funding for children's education. He stated that:

One of the main reasons that I send my children to non-boarding schools is the limited cost of education, especially at Hikmatul Amanah, which is a subsidized school where all education costs are free and students get shuttle services so that it does not burden parents in terms of tuition fees and transportation costs.

This is a dilemma for parents in choosing education for their children, whether they consider good schools but are expensive or subsidized schools but the quality of the schools is

not good. In some cases, economic constraints and limited information are also variables in the selection of schools made by parents for their children so the options for choosing a school are limited. What about the next question, **"Education during a pandemic, what do parents do for their children?"** this issue becomes interesting because the different ways of learning have changed drastically, previously a student came to school and then became a distance learner. For some parents, distance education in the digital era is an opportunity for a student to be more creative and innovative in learning activities. However, returning to the student's parents, they see the fact that not all parents have adequate financial capabilities, which is why they have difficulties with distance learning needs in the digital era, even for their daily basic needs. Agus Dwi Santoso whose son is at Amanatul Ummah Senior High School Surabaya thinks about education in the digital era: *"Learning activities in the digital era have changed the paradigm of teaching and learning activities where students should come to school instead of learning from home and this can make a student smart and creative with extensive learning resources from the internet."*

However, it is different from the opinion of Ibrahim from Yogyakarta whose child is in a pesantren-based school. He argued that:

If moral matters could be taught online, students would no longer need to go to school. However, education about noble character, character building, teamwork, and other social skills can only be formed if a student learns together with his friends at school and under the guidance of a competent and professional teacher.

Education in the digital era provides new challenges for students, teachers, and also school administrators. All of these have positive and negative values. Don't blame the internet if it can have a negative impact on someone. This is the same as using a kitchen knife do not blame the knife if it is used for criminal acts. An object will be useful not only because the object is useful but who uses the object. After the digital era, metaverse, crypto, and many more changing times that are moving fast, parents and schools must be able to respond more wisely, especially to children's educational patterns.

The table below is the result of collecting data from five schools which are the object of research on the criteria used using the TOPSIS method (Technique for Order Preference by Similarity to Ideal Solution). Referring to Table 1, the criteria used as parameters for selecting a good school in the digital era are close to residential areas, the ability of teachers to teach, basic facilities and school infrastructure, quality of buildings, density of students in class, sports facilities and relaxation for teachers and students, multipurpose fields, internet access, education system in schools, religious education, tuition fees, and government support.

Table 5. Data collection

No	School	Expert #1									Expert #2									Expert #3								
		A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I	A	B	C	D	E	F	G	H	I
1	MBI	4	3	2	4	3	2	3	2	2	3	3	3	3	2	3	3	2	3	2	2	3	3	2	3	3	2	
2	MA	4	3	2	4	3	2	3	2	2	3	2	3	3	2	3	3	2	3	2	2	4	3	2	3	3	2	
3	SMA BP	3	3	2	3	3	2	3	3	2	3	3	2	4	3	2	3	3	2	3	2	2	4	3	2	3	3	2
4	SMA AU	1	2	2	3	5	3	2	2	2	2	2	3	5	3	2	3	2	1	2	2	3	4	3	2	2	2	
5	SMA Hikam	1	2	1	2	5	1	1	1	2	1	1	2	2	5	1	1	1	2	1	1	1	2	4	1	1	1	2

The data that has been collected consists of objective and subjective data. Furthermore, each decision maker is required to provide an assessment of alternative criteria that have been determined previously. The value of each criterion alternative starts from 0 to 1 and the total value of each alternative is 1 by the DM (decision maker) as shown in table 6 below.

Table 6. Total value of DM (decision maker)

Code	Criteria	DM1	DM2	DM3
A	Close to settlement area	0.113	0.052	0.503
B	Teacher capability	0.853	0.651	0.751
C	Basic school facility and infrastructure	0.451	0.354	0.402
D	Sport and relaxation facilities	0.212	0.153	0.323
E	Internet access	0.654	0.352	0.254
F	School education system	0.104	0.211	0.253
G	Religion education	0.313	0.224	0.242
H	Cost of education	0.152	0.353	0.431
I	Government Support	0.452	0.352	0.467

TOPSIS analysis in stage 2 is to create a normalization matrix for each alternative location selection decision with various criteria. Meanwhile, in stage 3, calculations are conducted on the value of the separation of positive and negative ideal solutions, for each group in Table 7.

Table 7. Individual Positive and Negative Solutions

No	Alternative School	Si+ DM1	Si+ DM2	Si+ DM3	Si- DM1	Si- DM2	Si- DM3
1	MBI	0.285	0.323	0.244	0.476	0.343	0.217
2	MA	0.248	0.132	0.125	0.476	0.213	0.342
3	SMA BP	0.313	0.113	0.212	0.355	0.443	0.256
4	SMA AU	0.137	0.326	0.228	0.321	0.521	0.233
5	SMA Hikam	0.231	0.255	0.135	0.238	0.511	0.134

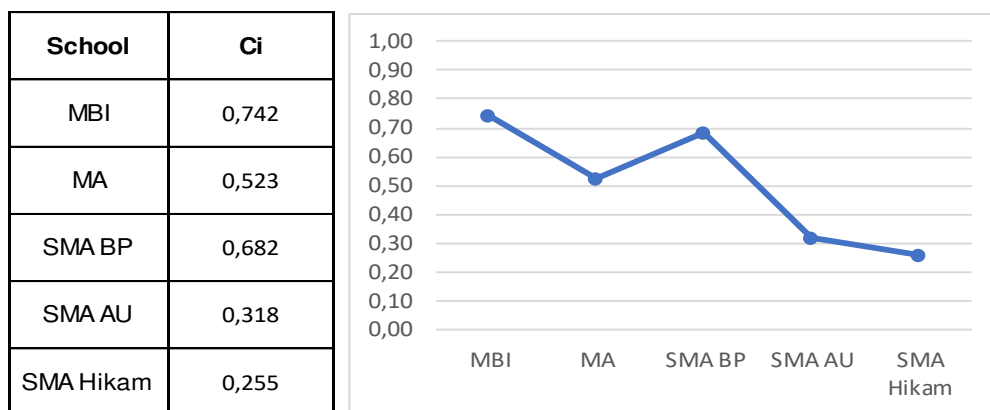
Based on data processing using the TOPSIS method, the ranking of each alternative location is obtained as shown in Table 8. The data that has been obtained is then processed according to the procedure in the TOPSIS Group (Shih et al, 2007). To obtain a rating of 1-5 on the available alternative school locations where the first rank is MBI, SMA BP, and the last rank is SMA Hikam (see Table 8.)

Table 8. The rank of school location

No	Alternative School	Si+ Group	Si- Group	Ci	Rank
1	MBI	0.387	0.023	0.742	1
2	MA	0.305	0.027	0.523	3
3	SMA BP	0.375	0.011	0.682	2
4	SMA AU	0.235	0.120	0.318	4
5	SMA Hikam	0.203	0.155	0.255	5

As shown in Figure 3, it shows that each location alternative has a different value and is close to 1. If it gets closer to 1, it can be concluded that the location has the maximum value for each of the specified criteria and that location is the best location to choose from. From Figure 2, it is known that the location closest to number 1 is MBI with a proximity or close to settlement area relative number of 0.742. Thus, MBI is the best school to choose based on the TOPSIS analysis.

Figure 2. Graph of relative proximity or ranking value Ci



If Table 8 is compared with the results of the analysis in Tables 3 and 4, MBI is always the best choice as a school that is able to adapt to the education system in the digital era. The distance between schools and settlements did not have a significant impact, especially for schools with a boarding school system. However, the experts differed from the respondents for the school in 2nd position according to the results of the TOPSIS analysis, it is SMA BP, while according to the opinions of the respondents the parents of the students.

DISCUSSION

The factors that make parents choose a school for their children in this study are caused by the quality of education, relevant curriculum, good achievement, contemporary or innovative educational approaches, educational support and the image of educational institutions. on the quality of education International standard madrasas (MBI) and accelerated *alijah madrasas* may offer high quality education. These factors include the use of effective teaching methods, good educational qualifications, as well as efforts to ensure students' level of understanding and success in teaching and learning activities.¹¹ Curriculum factors: The existence of a curriculum that is relevant and in line with students' needs and the demands of the times may be the cause of satisfaction.¹² A curriculum that is current and in line with the

¹¹ Ross C. Anderson et al., "How Am I a Creative Teacher? Beliefs, Values, and Affect for Integrating Creativity in the Classroom," *Teaching and Teacher Education* 110 (February 1, 2022): 103583, <https://doi.org/10.1016/j.tate.2021.103583>.

¹² Agus Agus, Minggusta Juliadharna, and Mawardi Djamaluddin, "Application of the CIPP Model in Evaluation of The Inclusive Education Curriculum in Madrasah Aliyah," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (February 25, 2023): 31–50, <https://doi.org/10.31538/ndh.v8i1.2705>; Susanti Susanti and Mauhibur Rokhman, "Fostering Learners' Interpersonal Intelligence through Religious Extracurricular Activities: A Case Study in An Islamic School," *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (February 10, 2022): 92–104, <https://doi.org/10.31538/tijie.v3i1.115>.

latest developments in the field of education can increase student interest and involvement in learning. This achievement factor is proven by the international standard madrasas and accelerated aliyah madrasas that have achieved good achievements, both in academic and non-academic fields, this can be a cause of satisfaction.¹³ Student achievement, whether in national exams, competitions, or extracurricular activities, is a positive factor. The use of technology such as educational technology, project-based learning, or active learning methods, can increase student satisfaction. This approach can make the learning process more interesting and relevant. Education system support through supportive policies, adequate resources, and effective school management can play an important role and the final factor is related to the image of the institution, as evidenced by the reputation of international standard madrasas and accelerated aliyah madrasas in society or the local education community which has an impact on respondent satisfaction. A positive reputation can create a perception that the madrasah provides quality education.

When respondents feel that a madrasah has a combination of the above factors, their satisfaction with the madrasah's achievements can increase. Therefore, the success of madrasas in achieving respondent satisfaction can be understood as the result of a combination of holistic and quality educational efforts.

Seeing the highest score on the "Teacher Capability" (B) criterion from all DMs shows that teacher ability is considered a very important aspect in decision-making regarding education. This reflects the understanding that the quality of teaching and teacher abilities have a major impact on the overall quality of education. This factor is important. Teachers have an important role in the learning process because teachers directly influence the learning process and students' intellectual development.¹⁴ Good teaching quality can improve student understanding, interest in learning, and academic results. The quality of individual teaching ultimately contributes to the overall quality of education. If teachers have superior abilities, this can create a more effective and positive learning environment. Thus, giving priority to the "Teacher Capability" criterion reflects recognition of its direct impact on the quality of education in the institution, and Teachers, as an integral part of the human capital in the education system, require investment and continuous skills development.¹⁵ Giving priority to "Teacher Capability" can reflect a commitment to increasing the capacity and quality of human resources in education.

Giving the highest weight to teacher ability emphasizes the priority on educational quality. These decisions can help ensure that high-quality educators have a positive impact on student learning and educational progress. In the ever-evolving world of education, teachers

¹³ Melly Minarti et al., "Utilization of Social Media in Learning Islamic Religion: Its Impact on Strengthening Student Outcomes and Achievements," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 8, no. 2 (September 17, 2023): 279–91, <https://doi.org/10.31538/ndh.v8i2.3930>; Khoirul Anwar et al., "The Influence of School Culture and Work Motivation on School Quality in Vocational Schools," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 3 (August 2, 2023): 430–45, <https://doi.org/10.31538/tijie.v4i3.661>.

¹⁴ Tess Boyle et al., "Coaching Practices: Building Teacher Capability to Enhance Continuity in the Early Years," *Teaching and Teacher Education* 108 (December 1, 2021): 103515, <https://doi.org/10.1016/j.tate.2021.103515>.

¹⁵ Larysa V. Zdanevych et al., "The Formation of Key Competences in the Training Process of Preschool Education Specialists (Experience of the United Kingdom, Germany, Ukraine)," *International Journal of Higher Education* 9, no. 7 (2020): 196–206.

who can understand the latest developments in curriculum, teaching methods, and learning technology can be more successful in bringing innovation into the classroom.¹⁶ Giving the highest weight to this criterion may reflect an awareness of the importance of adaptability and renewal in the educational context.¹⁷ Apart from that, in the era of globalization, the need for critical skills and problem-solving is increasingly urgent. Teachers who can teach these skills become invaluable. Having superior teaching staff can help students prepare themselves to face future challenges and opportunities.¹⁸

In school marketing efforts, it is important to focus messages and strategies on factors that prospective parents consider important. Improving the quality of education, a positive reputation, student involvement, and the quality of teaching are key elements that can increase a school's attractiveness and create a positive image in the eyes of prospective parents. These are the things that MBI does a lot in this research that attract people's attention. parents to send their children to school compared to other schools in this digital era, namely being able to highlight the quality of education through digital content, namely exploring the school's academic excellence, including student achievement, innovative curriculum and effective teaching methods. Webinar activities are able to introduce in detail the state of education programs and school facilities.

CONCLUSION

In this research, the criteria for good schools in the digital era are important parameters in the research. Using quantitative analysis, parents provide opinions about services in each school, especially regarding basic facilities and services in the school. The research is conducted in five schools which have different systems of learning activities and also other differences such as boarding schools, regular schools, and high schools based on Islamic education systems.

The school criteria used as questions in the questionnaire for parents are access, performance, tuition fees, achievement, and religious education. Meanwhile, school services that were included in the questionnaire for student respondents were curriculum, education system, religion education, extra curricular, teacher, management, tuition fee, student counseling, mosque, class room, environment, security, hostel, toilet and canteen. The criteria for schools in the TOPSIS analysis of 3 experts are close to settlement area, teacher capability, basic school facilities and infrastructure, sports and relaxation facilities, internet access, school education system, religion education, cost of education and government support. Quantitative analysis for students, qualitative analysis for parents and the results of the TOPSIS analysis show that the results are quite relevant and significant to one another. According to experts, the good schools in the digital era are MBI, SMA BP and Amanatul Ummah (SMA AU), while the less good schools with the lowest scores are Hikmatul Amanah Senior High School (SMA Hikam).

¹⁶ Youcef Sai, "Teaching Qur'an in Irish Muslim Schools – Curriculum, Approaches, Perspectives and Implications," *British Journal of Religious Education* 40, no. 2 (May 4, 2018): 148–57, <https://doi.org/10.1080/01416200.2016.1269723>.

¹⁷ Umi Nurkhasanah et al., "Madrassa Principal's Strategy in Improving the Quality of the Pandemic Era Learning Process at Madrasah Aliyah," *Dirasab: International Journal of Islamic Studies* 1, no. 1 (June 18, 2023): 48–56.

¹⁸ Stephen Billett, Christian Harteis, and Hans Gruber, *International Handbook of Research in Professional and Practice-Based Learning* (Springer, 2014).

Consideration of religious education for children is a variable that is highly emphasized even though the location of the school is far from home and the child must live in a dormitory. Religious education is highly prioritized. Parents also consider school fees but it is not too significant when compared to the parents' desire for a good understanding of religion for their children. Based on the results of this research, boarding school is a location that parents really prefer as a choice of school in the digital era.

Future research is expected to be able to answer the wishes and expectations of parents who send their children to public schools with the same parameters and criteria as this study. Researchers also consider that the point of view of the educational curriculum makers for schools in the increasingly unlimited digital era is important where curriculum makers can incorporate the variables of religious education, character, and manners through digital media.

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