

PARENTS' DECISIONS IN CHOOSING K-12 EDUCATION DURING THE COVID-19 PANDEMIC: AN EXPLORATORY FACTOR ANALYSIS

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Abstract: The Covid-19 pandemic has had a major impact on K-12 schools. Therefore it is very important to examine the factors that shape parents' decisions in choosing K-12 education for their children so that schools can meet parents' expectations. As a result, student enrolment in K-12 schools can be increased. This study aims to determine the factors that shape parents' decisions in choosing kindergarten, elementary, junior high, and high school (K-12) education levels for their children in the new normal era. The object of research is the Citra Blessing School in Surabaya. The method used is a quantitative research method. Data collection in this study using questionnaire research. The population is 1,142 parents from K-12. Sampling using a random sampling technique. 797 parents were used as the sample. The analytical method used is exploratory factor analysis (EFA) with the help of the SPSS application. As a result, there is 1 factor that is not appropriate from the 27 initial factors, so 26 factors are used as a factor for parents' decision-making in choosing K-12 education. These 26 factors form 4 new factors, namely 1. Service and Ambience Excellence; 2. Student Competence; 3. Learning Management System, and 4. School Reputation. This finding becomes a reference for improving the performance of K-12 in Surabaya. In particular, so that the quality of education, the quality of alumni, student admissions, and student enrolment can be improved. It is in order to maintain the continuity of schools, especially K-12 schools in the New Normal period. It is a reference for K-12 students to use flip classrooms or blended learning as learning methods during the teaching and learning process. In addition, it motivates K-12 to take part in competitions, thereby increasing the school's academic achievement.

Keywords: K-12 Schools, Learning Facilities, New Normal, Parents' Decisions, Quality of Education, an Exploratory Factor Analysis, Covid-19

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The Covid-19 virus pandemic has lasted for about two years, so it has seriously impacted the education sector, especially for K-12 schools, namely at the kindergarten, elementary, junior high, and high school levels. According to UNESCO data, in April 2020, 1.6 billion students from schools and universities were closed to reduce the spread of Covid-19. This amount is about 90% of the entire student population in the world. The charity Save the children said that 9.7 million children affected by school closures were at risk of permanently dropping out. The economic disaster from this crisis caused 90 to 117 million children to fall into the poor category and directly impacted student enrolment in schools (BBC, 2021). Learning activities in Indonesia in July 2020, according to government regulations through the minister of education and culture Nadiem Anwar Makarim face to face only in areas with green zone status. Zones that are coloured other than green are prohibited from holding face-to-face learning. The division of zones has been regulated based on the number of Covid-19 virus infections in a city or district. Face-to-face learning activities are in the hands of regional heads, school principals, and

parents. Schools must ensure that they have strict health protocols to conduct face-to-face learning. The Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs, as a follow-up to the Joint Decree (SKB), made a Guide for Implementation of Learning in the Academic Year and the New Academic Year during the Covid-19 Pandemic. Covid 19 infection cases occupy the top 4 in Indonesia, with 620,058 confirmed positive, 27,161 in isolation treatment, 550,828 declared cured, and 32,069 confirmed dead (Covid 19, 2022).

The number of confirmed COVID-19 patients who have recovered has made face-to-face meetings possible again. It causes the school to prepare again for the face-to-face process. Citra Berkat Foundation and Citra Kasih Foundation were founded by Dr. (Hc) Ir. Ciputra is a foundation that focuses on K-12 education. One of the schools is located in West Surabaya, namely Citra Berkat Citraland School. This school carries out education at the kindergarten, elementary, junior high, and high school levels, with a total of 1,142 students in 2022, according to Table 1.

Table 1. Number of Students Citra Berkat Citraland Surabaya

Unit	Level	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
		Total Student	Total Student	Total Student	Total Student	Total Student
SCB-CL	Kindergarten	148	128	134	116	107
	Elementary Schools	553	574	569	536	543
	Junior High Schools	247	238	241	261	274
	High Schools	175	205	198	203	218
TOTAL		1123	1145	1142	1116	1142

Source: Citra Berkat Citraland School Surabaya (2022)

Table 2. Recap of Student Rollover Data

Level	2018/2019	2019/2020	2020/2021
Kindergarten - Elementary	74,32%	67,27%	80,00%
Elementary - Junio	67,65%	67,07%	72,55%
Junior - High Schools	60,71%	60,49%	64,10%
TOTAL	67,56%	64,95%	72,22%

Source: Citra Berkat Citraland School (2022)

Table 1 showed the number of students at Citra Berkas Citraland School from kindergarten, elementary, junior high, and high school levels from year to year, which did not increase significantly along with the construction of new school buildings and the addition of school facilities and infrastructure.

In Table 2, it can be seen that the number of rollovers each year has not reached 80%, starting from kindergarten to high school level. Therefore, it is very important to know the factors that shape parents' decisions in choosing K-12 education for their children so that schools can meet the expectations of parents and can, increase the number of students (student intake) and increase the percentage of student enrollment in schools. Factors that shape parents' decisions in choosing a school include several factors, namely academic achievement, non-academic achievement, location, completeness of facilities, costs, school image, and social environment (Tukiyo et al., 2021; Ahidin, 2021; Elvira, 2021; Nugroho and Kristiawan, 2021; Oktarini and Rahmayanti, 2020; Farid, 2019; Teen Teen et al., 2019; Prihanto et al., 2018; Rosha et al., 2018). The results of this study are expected to be a reference for schools in formulating strategies to form quality K-12 education so that they can meet parents' wishes in educating their children in the new normal era (Abuhammad, 2020). The barriers to distance learning during covid-19, based on the parent's perspective, are (1) personal barriers, (2) technical barriers, (3) logistical barriers, and (4) financial barriers.

In Indonesia, in accordance with Government Regulation No. 19 of 2005 (BPK, 2005), one of the 8 points of the National Education Standard (SNP) is that quality elementary schools must meet the educational assessment standards. These standards include the assessment of learning outcomes by educators, schools, government, and graduation. A quality school's characteristics are quality educational services, good infrastructure, educators, and education staff.

Expectancy theory (Vroom, 1964) is: a) Expectancy is a given opportunity that will occur because of behaviour. Expectations will range from negative to positive values. Negative expectations illus-

trate that there is no possibility that the results will be obtained due to a certain action. There is a possibility that the results will be worse. Positive expectations describe the certainty that results will be obtained from a certain action. b) Value (Valence) describes a certain behaviour that will have a certain value. The result will have a positive value or valence if selected and a negative value or valence if it is not selected. c) Linkage (Instrumentality) describes an index of the likelihood of fulfilling certain wants and needs if a person has worked effectively.

Kotler and Armstrong (2014) state that purchasing decisions are the stage in the buying decision-making process where consumers buy. Consumer decision-making to buy a product is influenced by several factors, including psychological, individual, social and cultural influences. Schiffman and Kanuk (2008) stated that motivation is described as a driving force within individuals that forces them to act. Purchasing decisions at schools are, of course, based on the quality of the school, good or not.

Tukiyo et al. (2021) stated that the factors that influence parents' decision-making in choosing private schools for children during the covid-19 pandemic are: (1) good religious education factors in schools, (2) good academic achievement, (3) good non-academic achievement, (4) easy access to school locations, (5) schools have complete learning facilities, (6) good extra-curricular activities, (7) school safety, (8) relatively close distance from the school house, and (9) as a solution due to busy parents. Then, social class is a division in a society whose members share the same values, interests, and behaviours.

On the contrary, Rosha et al. (2018) examined the factors influencing parents to choose Al-Azhar Islamic elementary school 32 Padang. The results showed that the factors that significantly influence the parents' decision-making to choose SDIA 32 Padang are the quality of teaching, religion, school image, and school fees. Other factors such as teacher quality, location, facilities, environment, and security have no significant effect.

Previous studies have not examined K-12 as a research object. K-12 is a basic education, espe-

cially in Indonesia. Several studies have led to significant results for such factors as teacher quality, school location, school facilities, school environment, and school security to choose a school. However, Rosha et al.'s (2018) research results say the opposite.

This study focuses on the factors that shape parents' decisions in choosing K-12 education for their children with a case study of private schools in Surabaya in the new normal era. It can be a reference to improve K-12 performance.

LITERATURE REVIEW

Buying Decision

Ahidin (2021) showed that the average school-choice decision score in Depok, Indonesia is 4.68 on an interval scale of 4,205.00, with a very high interpretation. Elvira, 2021 stated that in East Jakarta, word of mouth affects decision-making, and social influences affect parents' decision-making in choosing a high school. Nugroho and Kristiawan (2021) showed that the features of Integrated Islamic Elementary Schools (SDIT) that inspire parents to choose the education for their children are the memorisation program of the holy Qur'an, integration of general and religious education, good facilities and amenities, extra-curricular activities, full-day school, and high costs. School reputation factors, academic achievement, non-academic achievements, school location, school facilities, extra-curricular activities, school distance, school safety, school fees, getting advice from relatives, promotions, quality of education, school environment, learning methods are factors that shape parents' decision to choose a school.

Oktarini and Rahmayanti (2020) researched Tangerang, Indonesia, with a sample of 87. The results showed: 1). The better the location level of a school, the better the parents' decision to choose an educational institution 2). The more expensive the price offered by the school, the lower the decision of parents in choosing an educational institution. 3). The better the promotion carried out by the school, the more intensive it will increase parents' decisions in choosing educational institutions. 4). The better the location level of a school, the better the pricing,

and the more vigorous promotion when combined, it will increase parents' decision to choose an educational institution. Farid (2019) researched in Semarang, Indonesia. The results showed that: 1) Facilities and infrastructure, teacher academic qualifications, and graduate competencies had a significant effect on parents' interest in choosing schools, and 2) Educational products and education costs had no insignificant effect on parents' interest in choosing schools.

Ahidin (2019) stated that in Depok, the image of the school, the cost of education, the school image, and education costs simultaneously significantly affected students' decisions to continue their education at SMK. Teen Teen et al. (2019) stated in SJKC among the factors that drove non-Chinese parents to send their children to the SJKC were the quality and diversity factors in the SJKC, the ecological environment factors as the importance of mastering the Chinese language in the era of globalisation. Rizki et al. (2019) stated that a) the mixed factors that parents consider in choosing a school are: product, price, location, human resources, and process, and b) the dominant factor being considered by parents in choosing schools, which are products, processes, prices, human resources, and location, as well as the foundation of the school's religious philosophy and long-standing positive image.

Prihanto et al. (2018) researched Boyolali. The result of the research found three findings: 1) Basic education for children, the parent's perception of education for children becomes the rationale for acquiring better education. 2) Consideration in determining basic education for children encompassing school, social-economic, and children considerations. 3) Social-economic and children considerations, in turn, determine parents' actions in determining basic (primary) education.

HYPOTHESIS DEVELOPMENT

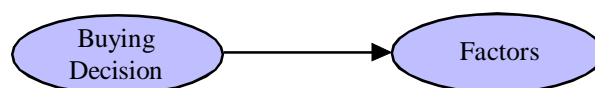


Figure 1. Conceptual Framework

METHOD

This research method uses quantitative research methods, namely research methods that use certain populations and samples using a random sampling technique. Data collection in this study used a questionnaire research instrument with a Likert scale of one to five. Data analysis uses quantitative to be able to test the hypotheses that have been formulated. The analysis method uses Exploratory Factor Analysis (EFA). The EFA approach is carried out to find several indicators that will form a common factor without any previous theoretical basis so that it can be used to form a new theory. The analysis in this study uses SPSS 20. Ongsano and Sondak (2017) there are five stages in conducting factor analysis, that are Selecting variables, Factor extraction, Maintaining important factors (in carrying out

the analysis, there is an improvement in the analysis model by reducing variables that do not meet the test requirements), Rotate the factor axis, and Perform model operations and use results. The object of this research is Citra Berkas Citraland School, located in West Surabaya. This research was conducted for eight months, from March 2021 to April 2022. This study's participants were parents of students whose children attended Citra Berkas Citraland School from K-12. The total population in this study amounted to 1,142 parents. Calculation of the sample that will be used in this study will use the Slovin approach. Based on the slovin approach, the sample was 797 parents. The data collection method used a questionnaire using a Likert scale, namely by using a rating or ranking between 1 to 5.

Table 3. Operational Definition of The Factors

Factors	Item
x1	a having good teaching methods and curriculum and is adaptive to existing educational trends.
x2	having a superior education program in a school that stands out from other schools.
x3	readiness in the online learning system (E-learning system platform).
x4	providing interesting and varied extracurricular activities.
x5	having a good social environment and community of parents and children.
x6	having good relationship and communication with teaching staff in schools.
x7	good, friendly and communicative service by all educators and staff in the schools.
x8	having many academic achievements that have been achieved by school students.
x9	having many non-academic achievements that have been achieved by school students.
x10	guaranteeing that quality graduates are easy to continue to the next level.
x11	graduates are qualified and accepted in favorite schools.
x12	having alumni who are successful in their fields.
x13	having qualified teaching staff in accordance with the field of teaching.
x14	a conducive school environment and school environment (cleanliness and safety).
x15	having a strategic location and close to home so it is easy to access.
x16	having a unique school building design compared to other schools.
x17	completeness of teaching and learning equipment owned by the school.
x18	information about the school is easily obtained on digital media (website, social media).
x19	having good and complete health procedure facilities and equipment.
x20	having school regulations and policies that are neatly arranged so that school management is very good.
x21	having a lot of cooperation networks with outside parties that support education.
x22	having a good culture in the school (integrity, professionalism, entrepreneurship).
x23	school fee according to ability
x24	the Cost in accordance with the value expected by parents.
x25	having a good school reputation in the community.
x26	the school's accreditation variable as expected.
x27	suggestion from the closest people (friends, relatives, parents) to choose the school.

According to Hair et al. (2014), it is not known how many factors will be formed in exploratory research. In general, it can be assumed that 2-3 variables form a factor. So it is assumed that four factors will be formed. The EFA analysis test is carried out using SPSS software to process data with several stages of testing as follows:

Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity The KMO value test is carried out to see the adequacy of the sample as a whole. In contrast, the Bartlett test is carried out to determine whether there is a correlation between variables (Ilmaniati and Putro, 2018). The condition for the eligibility of a factor to be used in KMO and Bartlett's test is > 0.5 (Ongsano and Sondak, 2017). Anti-Image Correlation Anti-image correlation testing was carried out to see the adequacy of the sample for each variable (Ilmaniati and Putro, 2018). The provision for anti-image correlation is $MSA > 0.5$ (Ongsano and Sondak, 2017). The Communalities test is carried out to show how big the correlation value is with the formed factors, provided that the extraction value is > 0.5 (Ongsano and Sondak, 2017). Eigenvalues and Total Variance Explained According to (Ongsano and Sondak, 2017), eigenvalues and scree test/scree plots are used to determine how many factors can be maintained. The Total Variance Explained determines the significant factors (Ongsano and Sondak, 2017). According to Kaiser in Yong and Pearce (2013), one of the parameters that can be used to ensure the number of factors that can be maintained is Kaiser's Criterion, which has the provision that all surviving factors must have eigenvalues > 1 . There is also another provision, namely using Jolliffe's Criterion, that factors - Factors that can survive have eigenvalues > 0.7 (Ongsano and Sondak, 2017). Factor Matrix According to Ongsano and Sondak (2017), the factor matrix is the final result of factor analysis, with coefficients that can indicate standard variables called factors. The coefficient value of factor loading describes the correlation between initial variables and factors. A large correlation value indicates a strong relationship between the initial variables and factors, so these variables are suitable for explaining the factors.

RESULTS

The characteristics of the respondents used were the parents of K12 students who sent their children to Citra Berkat School. Cronbach's Alpha value (0.920) ≥ 0.60 , the questionnaire can be said to be reliable. It is known that $R \text{ table} = 0.3008$. There are still invalid items because the Corrected Item Total Correlation value $< R \text{ table}$ (0.3008), then these items are removed and re-analysed. Test the validity of the instrument used in this study using the Pearson correlation test where the item is said to be valid if the item total correlation value is greater than the R-table value, which is 0.3008). From the tests carried out, it was found that 1 item was invalid, namely X15 with an item total correlation value of 0.187 (less than 0.3008) and the others were declared valid (item total correlation value > 0.3008). Therefore, retesting was carried out again by removing the X15 item. After retesting without the X15 item, it was found that all items were declared valid with a value (item total correlation value > 0.3008). Meanwhile, for reliability testing using the Cronbach alpha test, it is declared reliable if it has a minimum value of 0.6. From the test results, it is stated that the Cronbach's Alpha value (0.917) ≥ 0.60 then the questionnaire can be said to be reliable.

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
.920	26

The value of Cronbach's Alpha (0.920) ≥ 0.60 means that the questionnaire can be said to be reliable. The adequacy of data from the correlation between indicators is calculated using the KMO method, which is used to determine the "homogeneity of indicators, with a minimum limit of KMO values > 0.50 can still be accommodated for determining factor analysis, as long as the significance of Bartlett's Test Sphericity is still on the threshold < 0.05 ." In this case, Widardjono (2018) states that

information in selecting appropriate indicators in factor analysis is available in anti-image metrics, where “indicators that have an MSA value < 0.5 must be excluded from the model.” The test results show that the model’s KMO-MSA value is 0.939 and is significant at an error level of $0.000 < 0.05$.

KMO-MSA value greater than 0.50 indicates that the number of samples is sufficient. The anti-image metric value of all variables between 0.874 to 0.966 (more than 0.500) indicates that these factors deserve to be analysed further without any of them being omitted.

Table 5. Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Total Correlation	Cronbach’s Alpha if Item Deleted
x1	109.5581	135.014	.696	.915
x2	109.4419	139.157	.571	.917
x3	110.0930	135.753	.486	.918
x4	110.1860	132.679	.511	.919
x5	110.6977	134.645	.381	.923
x6	109.4651	140.969	.509	.918
x7	109.5581	141.300	.444	.919
x8	110.3488	130.614	.608	.916
x9	110.2558	128.433	.695	.914
x10	110.1860	132.869	.541	.918
x11	110.3023	129.835	.586	.917
x12	110.0698	128.162	.696	.914
x13	109.9070	135.753	.629	.916
x14	109.3256	143.653	.439	.920
x16	109.6512	138.137	.678	.916
x17	109.6512	138.233	.619	.917
x18	109.7442	135.290	.737	.915
x19	109.4419	140.824	.485	.918
x20	109.6279	140.953	.421	.919
x21	109.8372	137.711	.554	.917
x22	109.5349	137.350	.665	.916
x23	109.4651	141.683	.405	.919
x24	109.4884	138.922	.614	.917
x25	109.4186	141.487	.493	.919
x26	109.6744	134.987	.651	.915
x27	110.3023	134.597	.488	.919

Source: processed data (2022)

It is known that $R_{table} = 0.3008$

All items are valid because the Corrected Item Total Correlation $> R_{table}$ (0.3008). It means that these items can be used for further statistical analysis.

The factor extraction process is carried out following the principle stated by Widardjono (2018) that to “reduce data from several indicators to produce fewer factors that can explain the correlation between observed indicators, factor extraction values are needed > 0.50 , where “eigenvalue can also be used to determine the number of factors that can be formed from independent variables based on the value of the explanatory factor variance. With the condition that it has a value of more than 1. Thus, the results of the factor extraction process carried out found 4 (four) variations of factors, namely 9,991, 1,958; 1,211, and 1,120. These four

factors qualify as a factor where the Eigenvalue must be > 1 . The eigenvalue factor 1 is 9.991 (>1), called the Service and Ambience Excellence Factor and can explain 38.427% of the variance. The eigenvalue of factor 2 of 1,958 (>1) is called the students' competency factor and is able to explain 7.530% of the variance. Furthermore, the eigenvalue of factor 3 of 1,211 (>1) is called the Learning Management System factor and is able to explain 4.656% of the variance. The last is the eigenvalue of factor 4 of 1,120 (>1), which is called the School Reputation factor and is able to explain 4.309% of the variance.

Table 6. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.939
Bartlett's Test of Sphericity	Approx. Chi-Square	9812.223
	Df	325
	Sig.	.000

Based on the output, it is known that the KMO MSA value is $0.939 \geq 0.50$, and the Barlette's Test of Sphericity (Sig.) value is $0.000 < 0.05$, so the factor analysis in this study can be continued because it has fulfilled the first requirement.

A factor rotation process is carried out to determine the items forming a factor by looking at the loading factor value, the largest correlation value between the variables and the formed factors. Thus it is explained that the items that makeup factor 1 are x1, x2, x6, x7, x13, x14, x15, x18, x19, x20, x21, x23, x24, x25. Next, factor 2 is formed by the items: x4, x8, x9, x11, and x12. Factor 3 is formed from items x3, x16, x17, and the last item, 4 is formed from items x5, x10, x22, and x26.

DISCUSSION

The results of the data analysis grouped all factors into four main factors. The naming of these factors is to represent the items forming the factors.

Service and Ambience Excellence

The factors that parents consider include the ability of schools to offer differentiating values, excellent teaching and learning process, which includes learning methods, competent teachers, clear assessment rubrics, and school-owned accreditation. In addition, this excellent service also illustrates the need for clear communication between schools and parents, clear and fair regulations for all, and school ambience, as seen from the cleanliness of the school environment, well-maintained buildings, and facilities that support learning.

It followed several previous studies, such as those conducted by Yaacob et al. (2015), who examined the factors that shape the decision of parents to choose a private school in Selangor Malaysia, namely: school syllabus, facilities, school performance, location, teacher quality, and distance. These factors are also reflected in the findings of this study. Although with a slightly different context, research conducted by Mawene and Bal (2018)

on parents with children with special needs found relatively the same factors, namely: the availability of special programs, distance from home to school, teacher characteristics, teacher and parent communication, and sustainability program. It illustrates the need for schools to provide core services, namely the excellent learning process, learning facilities, and communication with parents.

Student’s competency

The school’s ability is to produce students who excel in academic and non-academic achievements. It is indicated by the school’s ability to provide support or academic learning facilities and extra-curricular activities to support the improvement of non-academic abilities. It has implications for the need for schools to ensure graduates can enter the expected high school and the intended university.

Learning Management System (LMS)

Illustrates the importance of schools preparing integrated and user-friendly online learning tools/

facilities. Integrated illustrates that the learning system provided can record the entire learning process starting from learning materials, study schedules, assessment rubrics, and feedback on student work. In addition, communication should also be centralised.

School Reputation

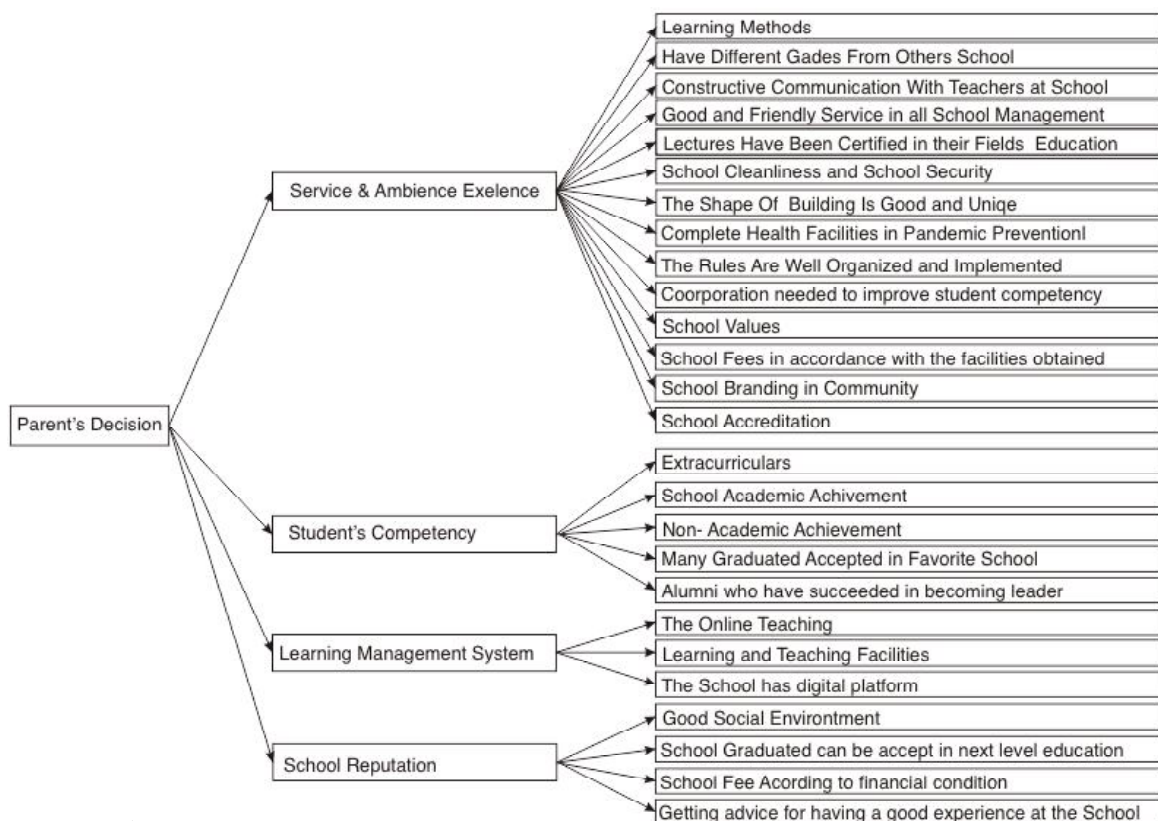
The school’s reputation is seen from the positive perception of parents towards the school, so they want to recommend the school to others, parents’ perception of the value of the school fees issued, and the reputation of graduates who are accepted at the targeted school and university.

The highest variance value is in the first factor, namely the Service and Ambience Excellent factor, with a value of 38.427%. In comparison, the second factor is 7.530%, namely Student Competency. The third factor, 4.656%, namely the Learning Management System, and the fourth factor, 4.309%, namely School Reputation, are supporting factor that shapes parents’ decisions to send their children to Citra Berkat Citraland School.

Table 7. Naming of New Factors

Factor	Code	Variable Name	Loading Factor	Variance
Service and Ambience Excellence	X1	Learning Methods that are carried out during the learning and teaching process	0,638	
	X2	Have different grades from other schools	0,504	
	X6	Constructive communication with teachers at school	0,712	
	X7	Good and friendly service in all school management	0,682	
	X13	Lecturers who have been certified in their fields and have a background in the field of education	0,575	
	X14	School cleanliness is very good, and school security is very good in the school environment	0,750	38.427 %
	X15	The shape of the building is good and unique that describing the readiness of the school to carry out the learning and teaching process	0,579	
	X18	Complete health facilities in pandemic prevention	0,685	
	X19	The rules are well-organised and implemented at school	0,578	
	X20	The rules are well-organised and implemented at school	0,513	
	X21	Cooperation needed to be able to improve student competence	0,527	
	X22	School values that have been carried out well in every learning and teaching process	0,651	
	X23	School fees in accordance with the facilities obtained	0,663	
	X24	School reputation is related to school branding in the community	0,642	

Factor	Code	Variable Name	Loading Factor	Variance
Student's Competency	X4	Extracurriculars, according to the needs of future trends, are already available inschools	0,792	7.530 %
	X8	School academic achievements that have been achieved	0,717	
	X9	Non-academic achievements of the school that have been achieved	0,735	
	X11	Many graduates are accepted in favourite schools	0,631	
	X12	Alumni who have succeeded in becoming leaders in the community, either in the government or as entrepreneurs	0,728	
Learning Management System	X3	The online teaching and learning platform is ready at the school	0,574	4.656 %
	X16	Learning and teaching facilities are needed, especially during Hybrid lessons	0,497	
	X17	The school already has a good and updated digital platform		
School Reputation	X5	Good social environment and good parent community	0,469	4.309 %
	X10	School graduates can be accepted at the next level of education	0,474	
	X22	School fees according to my financial condition	0,582	
	X26	Getting advice for having a good experience at the school	0,570	



Source: Researcher (2022)

Figure 1. Factor Overview

CONCLUSIONS

This study showed that four factors shape parents’ decision to determine their child’s school at the K-12 level. Service and ambience is the first factor to consider. This factor describes parents’ expectations for a quality education process that parents expect schools to have. Based on the research results described in the previous chapter, it can be concluded that of the 26 variables used. It

can be concluded that four factors shape the decisions of parents in sending their children to school at Citra Berkas Citraland School. 4 Factors are service and ambience excellence, students’ competency, learning management system, and school reputation.

IMPLICATIONS

Implication this study can be seen in the table 8.

Table 8. Factors and Strategies

Factor	Strategies that can be done
Service & Ambience Excellence	<p>The learning method carried out during the learning and teaching process uses the flip classroom or blended learning method</p> <p>Strengthening the characteristics of the school that instills an entrepreneurial mindset and learning that is interesting and fun.</p> <p>Strengthen collaboration for mutual sharing and discussion to find creative ideas for education and learning in schools.</p> <p>Provide excellent service and excellent service to every stakeholder in the school by applying the 5 S</p> <p>Provide training and development skills needed by educators to be able to provide up-to-date knowledge with current conditions.</p> <p>Strengthening the coordination of the Operational Team in conducting monitoring to maintain school facilities, facilities, infrastructure and security.</p> <p>Renovate school buildings so that they show entrepreneurial characteristics that are different from other schools.</p> <p>Strengthening pandemic prevention health processes and school health facilities.</p> <p>Strengthening school management in making rules that can create a conducive learning and teaching atmosphere.</p> <p>Adding a network of cooperative relations to improve student competence. Such as: Cooperation with partners from universities, other schools, the business world, governments abroad to raise the standardization of student competencies.</p> <p>Strengthening the internalization of the IPE school culture that has been going well.</p> <p>Adjusting existing facilities to be able to achieve an optimal learning atmosphere</p> <p>Strengthening school branding by participating in competitions, sports competitions and other activities that have an impact on the community.</p> <p>Maintaining good school accreditation</p>
Students’ Competency	<p>Organizing extracurriculars according to the needs of future trends already available in schools such as podcasts, etc.</p> <p>Improve school academic achievement that has been achieved with school motivation to participate in competitions.</p> <p>Improving school non-academic achievements that have been achieved by motivating students to take part in competitions</p> <p>Collaborating with favorite schools and universities both at home and abroad so that school graduates can be optimally integrated</p> <p>Strengthening Alumni ties from schools who have become community leaders, business people, working in corporates with strategic positions by holding miss gatherings.</p>

Factor	Strategies that can be done
Learning Management System	Increasing the effectiveness of online teaching and learning platforms that make it easier for educators to deliver knowledge to students Strengthening learning and teaching facilities needed especially during Hybrid learning such as wifi, computers and other facilities Update the learning platform that is adapted to the progress of the times
School Reputation	Strengthening relationships with the parent community at all levels of school by holding gatherings and discussions. Providing optimal provision so that school graduates can continue to the schools desired by students and parents with an entrepreneurial learning atmosphere. Adjusting the cost of education with the quality of schools and school facilities and infrastructure. Give appreciation to partners who provide student recommendations to be able to join the school as new students.

LIMITATIONS

The limitations of this study were that it was conducted in K12-tiered private schools in Indonesia.

RECOMMENDATIONS

Suggestions for further research are to find new factors that shape parents' decisions in sending their children to a school that affects school performance and student intake. Furthermore, researching educational levels in K-12 so that the factors formed will be more specific following the levels of kindergarten, elementary, junior high, and high school. Further, researchers can use the confirmatory factor analysis method to determine the effect of each variable formed.

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