International Journal of Multicultural and Multireligious Understanding

http://ijmmu.com
editor@ijmmu.com
ISSN 2364-5369
Volume 7, Issue 6
July, 2020
Pages: 559-567

Influence of The Environment, Culture and Image on Selection of Private Senior High School in Region East Jakarta

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http://dx.doi.org/10.18415/ijmmu.v7i6.1810

Abstract

This study aims to get obtain information about the influence of the environment, culture and image on the selection of Senior High School. This research is an associative quantitative research. The study was conducted using a survey method with data analysis technique used to answer hypotheses is the Structural Equation Modeling technique. The population in this study were 995 respondents, and a sample of 285 respondents were selected using random sampling. The study focused on four aspects that determine the environment, culture and image of school selection. The results of the analysis conclude (1) There is a direct difference between schools on school selection, (2) There is a direct effect of schools on school selection, (3) there is a direct influence in school image on school selection, (4). There is a direct influence in the School environment on the School Image (5). There is a direct influence of school culture on school image (6). there is a direct influence of school environment on school culture.

Keywords: *Environment; Culture; Image; School Selection*

Introduction

The education policy for admission of new students based on zoning and the school age limit is currently getting pro and contract community responses (Witten, Kearns, Lewis, Coster, & McCreanor, 2003: Sumantri et al, 2017; Rasmitadila et al, 2020; Ardhian et al, 2020). The pros say, that the state budget for state schools is indeed aimed at expanding access to education around these schools. There should be no school-aged children but no schooling, there should be no children who live near public schools cannot go to school, because of poverty and lack of achievement. So state schools must prioritize children who live in their zoning and children who have entered school age. But the cons say why study hard then excel but because of not entering zoning and not enough age then you cannot go to school according to your dreams. There are even some who decide not to go to school first selling online, because they failed to enter high school due to the age of 17 years. But there are parents who want to send their children to private schools. Because there are in the constraints of age, distance of the home as well as rival achievement scores.

The findings made by Dronkers, Goldhaber & Glenn in his book H.A.R. Tilaar (2017) which says there are two implementation of school choices against the background of many arguments the first, inter-

school competition can help reduce inefficiencies in education services and is considered to be able to improve educational outcomes. Many people think that students will benefit a lot from this policy. Second, school choices offer stricter supervision of parents' decisions on educational matters for their children. Theoretically, parents will certainly choose the best school for their children, so bad schools must improve their quality by reducing commercial interests.

In addition to the declining quality of education in Indonesia, many parents have questioned the quality of public schools with private schools. Every school has the authority to convey quality or quality to students because the quality of the school is what will differentiate the output of each school. The success of students in learning can not be separated from the facilities offered at each school. There are actually only two choices available: public schools and private schools. But to enter a superior school that offers complete and high quality facilities and services is the dream of almost every child and parent. The more quality a school will be followed also with the more expensive costs but a quality private school certainly sets a pretty high price.

According to Maghfiroh stated that there are several motivational factors that determine the choice of parents to put their children in school, namely the image of harmony, the prime service factor, the fulcrum of hope, and the pride factor (Rasa et al., 2017). From these factors it is very important to influence children's development, but parents as decision makers must not forget other factors such as safety factors. Safe schools provide peace for children in learning. The existence of safety factors in school selection requires parents to be more selective in choosing schools, seeing the increasing number of school choices in Indonesia, both public and private schools (Rasa et al., 2017; Aliyyah, et al. 2020, Rachmadtullah, et al, 2020).

According to Saputra & Pekanbaru (2017) who stated about decision making in choosing schools which stated that the decision making process as an important process was influenced by the external environment consisting of the marketing mix (product, promotion, price, distribution) and socio-cultural environment (family, information sources, sources non-commercial, social class, cultural and sub-culture). Then the internal environment (psychological factors) consisting of motivation, personality, learning, perception, and attitude.

Educational institutions will have a brand and will provide an image that the educational institution is good, favorite, superior educational institutions, and others. The ability to build and shape a school's brand image is very necessary to provide knowledge to the public to know an educational institution. One strategy in forming the brand image is through the facilities and infrastructure in an educational institution. While Tsu Chen in his research also conducted by the state of Taiwan revealed that brand image and satisfaction significantly. Students who are satisfied with their higher education are able to become agents of the higher education in marketing the tertiary institution. Students convey the positive things that exist in their universities to be conveyed to the community and prospective students who will go to college where they study (Chen, 2016).

The problem in educational institutions is that there are various factors for educational institutions to recruit prospective students, such as brand factors that are definitely related to their image and promotion strategies undertaken by the school which will impact on the many students entering the institution (Bélanger, Bali, & Longden, 2014; Maringe & Carter, 2007; Susanto et al 2020). The image of a brand (brand) is important relation in this case build a perception of the educational institution, it can be from the price or financing, the quality of services produced, human resources, and others.

Building a branding image is very important for education management so that outside parties, especially education consumers or the public, are familiar with the school. Branding Image in its development will give birth to the assumption of society and consumers of educational services. One of

the benchmarks of school success in organizing education is determined by the level of satisfaction of users of educational services, both students as students as well as families and communities. The satisfaction felt by stakeholders is a form of quality service which will further build loyalty towards the school.

The phenomenon that has happened so far, favorite schools are always flooded with students to reject prospective students, while schools that happen to be favored are somewhat stagnant in getting prospective students, both in quality and quantity. Favorite labels are sometimes given by the community without being realized by the school concerned. Likewise, what happens with labeling non-favorite schools or bad school children, or other labels. Therefore, it is necessary to build a brand image or try to get a positive image of our own school institutions. An image that is built with careful planning, in accordance with the vision and mission of the institution concerned but also marketable, so that it opens opportunities for schools to get students who are on target in terms of quality and quantity.

The findings made by Schiffman and Kanuk (2011) which say about the school brand image that mentions can be seen several factors mentioning the factors forming the brand image are quality, trustworthy or reliable, usefulness or benefits, service, risk, price, and the image of the brand itself. To form or enhance the school's brand image, the function of public relations (public relations) is considered very important to be used as a media in rebuilding a positive image, in addition to that the public relations function is also a marketing medium for educational services, media for school and community outreach and increasing public knowledge about schools.

Method

In this study the research method used is a quantitative approach through survey methods with causal techniques. Analysis of the data used is to use the AMOS method. How to collect data needed in this research is done through a questionnaire. This study will examine the interrelationship between the research variables, as well as measure the influence of variables with each other, while there are four variables to be examined, namely: (X1), School Environment (X2), School Culture, (X3) School Image, on Election School (Y).

Participant

This research was conducted using the probability sampling method using simple random sampling techniques that are adapted to class X students of private high schools. The total number of respondents was 993 students, from the total number of respondents the writer used 285 respondents as a minimum respondent requirement that was randomly selected at East Jakarta Private High School.

Data Analysis

The research data were obtained by using instruments in the form of questionnaires. Research instruments for each research variable observed included conceptual definitions in operational definitions, instrument lattices, as well as tests of validity and reliability. To collect information needed in research carried out using surveys and questionnaires. The statements in the questionnaire include Compensation (X1), School Environment (X2), School Culture (X3), School Image, (X5) School Selection. All research instruments are made through stages by reviewing theories that adhere to the variables to be studied, developing indicators of each variable, making grids, compiling statement items, conducting instrument trials, conducting item analyzes through testing the validity of the instrument and continuing instrument reliability calculation.

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Results

The following explanation of the hypothesis testing in this study as follows:

Table 1. Summary of statistical tests

	Standardized Estimate	C.R.	t-tabel
X_1 -- Y	0,229	4,292	1,96
X_2 -- Y	0,348	6,297	1,96
X_3 -- Y	0,342	6,178	1,96
X_1--X_3	0,306	4,885	1,96
X_2 -- X_3	0,223	3,640	1,96
X_1 -- X_2	0,328	5,237	1,96

From the calculation of Structural Equation Modeling the direct influence of the School Environment (X1) on School Selection (Y), the path coefficient value of py is as much as 0.229 and CR (tcount) of 4.292, because the value of CR (4.292) ≥ 1.96, then accept H1, reject H0 and it can be interpreted that there is a significant positive direct effect of the School Environment (X1) on School Selection (Y). The results of the first hypothesis analysis provide findings that the School Environment (X1) has a direct positive effect on School Selection (Y). This can be interpreted as the better the School Environment will cause the School Selection to increase and vice versa the lower the School Environment (X1) will cause a decline in School Selection (Y). The dimension that has the highest load on the school environment latent variable (X1) is the Intensity dimension (LKSK1) with a loading factor value of 0.994 while the dimension that has the lowest load on the school environment latent variable (X1) is the Contrast dimension (LKSK3) with a loading factor value of .995. In other words, the dimension of the latent variable School Environment (X1) that most influences changes in the rise of the School Selection variable (Y) Intensity dimension (LKSK1). High intensity can increase School Selection (Y) because of the teacher's activity in fostering students.

From the results of the calculation of Structural Equation Modeling the direct influence of School Culture (X2) on School Selection (Y) the path coefficient value of py2 is 0.348 and CR (tcount) of 6.297, because the CR value (6.297) ≥ 1.96, then reject H0, accept H1 and can be interpreted that there is a significant positive direct effect of School Culture (X2) on School Selection (Y). The results of the second hypothesis analysis provide findings that School Culture (X2) has a direct positive effect on School Selection (Y). This can be interpreted that the higher School Culture (X2) will cause an increase in School Election, and vice versa the lower the School Culture (X2) will cause a decline in Election School. The dimension that has the highest load on the latent variable of School Culture (X2) is the Decreased Dimension (BDSK3) with a loading factor value of 0.988 while the Dimension which has the lowest load on the latent variable of School Culture (X2) is the dimension of human ability to adapt to culture

(BDSK6) with a loading factor value of 0.944. In other words, the dimension of the latent variable School Culture (X2) that most influences changes in the rise and fall of the School Selection variable (Y) is the Decreasing dimension (BDSK3).

From the calculation results of Structural Equation Modeling the direct effect of School Image (X3) on School Selection (Y) p.y3 path coefficient value of 0.342 and CR (tcount) of 6.178, because the value of CR (6.178) ≥ 1.96, then reject H0, accept H1 and can be interpreted that there is a significant positive direct effect of School Image (X3) on School Selection (Y). The results of the third hypothesis analysis provide findings that School Image (X3) has a direct positive effect on School Selection (Y). This can be interpreted that the higher School Image (X3) will cause an increase in School Selection, and vice versa. has the highest load on the latent variable School Imagery (X3) is the Communication dimension (CTSK3) with a loading factor value of 0.980 while the Dimension which has the lowest load on the latent variable School Imagery (X3) is the Identity of the school dimension (CTSK1) with the loading factor value amounted to 0.969. In other words, the dimension of the latent variable School Imagery (X3) that most influences changes in the ups and downs of the School Selection variable (Y) is the Communication dimension (CTSK3).

Structural equation Modeling calculation of the direct influence of the School Environment (X1) on the School Image (X3) path coefficient values p31 as big as 0.306 and CR (tcount) of 4.885, because the value of CR (4.885) ≥1.96, then reject H0, accept H1 and accept H1 and can be interpreted that there is a significant positive direct effect of School Environment (X1) on School Image (X3) The results of the fourth hypothesis analysis provides findings that School Environment (X1) has a direct positive effect on School Image (X3) This can be interpreted the better the School Environment (X1) X1) will cause an increase in School Image (X3) and the worse the School Environment (X1) will cause a decline in School Image (X3). The dimension that has the highest load on the school environment latent variable (X1) is the Intensity dimension (LKSK1) with a loading factor value of 0.994 while the dimension that has the lowest load on the school environment latent variable (X1) is the Contrast dimension (LKSK3) with a loading factor value of .995. In other words, the dimension of the latent variable School Environment (X1) which most influences the change in the rise of the variable School Image (X3) Intensity dimension (LKSK1). High intensity can improve the School's Image (X3) because of the teacher's activeness in fostering students.

Calculation of Structural Equation Modeling the direct influence of School Culture (X2) on School Imagery (X3) path coefficient values p32 as big as 0.223 and CR (tcount) of 3,640, because the value of CR (3,640) ≥1,96, then reject H0, accept H1 and can interpreted that there is a significant positive direct effect of School Culture (X2) on the School's Image (X3). The results of the fifth hypothesis analysis provide findings that School Culture (X2) has a positive direct effect on School Image (X3). This can be interpreted that the higher School Culture (X2) will cause an increase in School Image (X3) and the lower School Culture (X2) will cause a decline in Image School (X3). The dimension that has the highest load on the latent variable of School Culture (X2) is the Decreased Dimension (BDSK3) with a loading factor value of 0.988 while the Dimension which has the lowest load on the latent variable of School Culture (X2) is the dimension of human ability to adapt to culture (BDSK6) with a loading factor value of 0.944. In other words, the dimension of the latent variable School Culture (X2) that most influences changes in the rise and fall of the School Image variable (X3). That is the Dimension Declining (BDSK3).

Calculation of Structural Equation Modeling the direct influence of School Environment (X1) on School Culture (X2) path coefficient p21 value of 0.328 and CR (tcount) of 5.237, because the value of CR (5.237) ≥1.96, then reject H0, accept H1 and H1 it can be interpreted that there is a significant positive direct effect of the School Environment (X1) on School Culture (X2). The results of the fourth hypothesis analysis provide findings that the School Environment (X1) has a direct positive effect on School Culture (X2). This means that the better the School Environment (X1) will lead to an increase in

School Culture (X2) and the worse the School Environment (X1) will cause the decline in School Culture (X2). The dimension that has the highest load on the latent variable of the school environment (X1) is the Intensity dimension (LKSK1) with a loading factor value of 0.994 while the Dimension which has the lowest charge on the latent variable of the school environment (X1) is the Contrast dimension LKSK3) with a loading factor value of 0.995. In other words, the dimension of the latent variable School Environment (X1) which most influences the change in the rise of the School Culture variable (X2) Intensity dimension (LKSK1). High intensity can improve School Culture (X2) because of the teacher's activeness in fostering students. The following is a constellation picture of the research path.

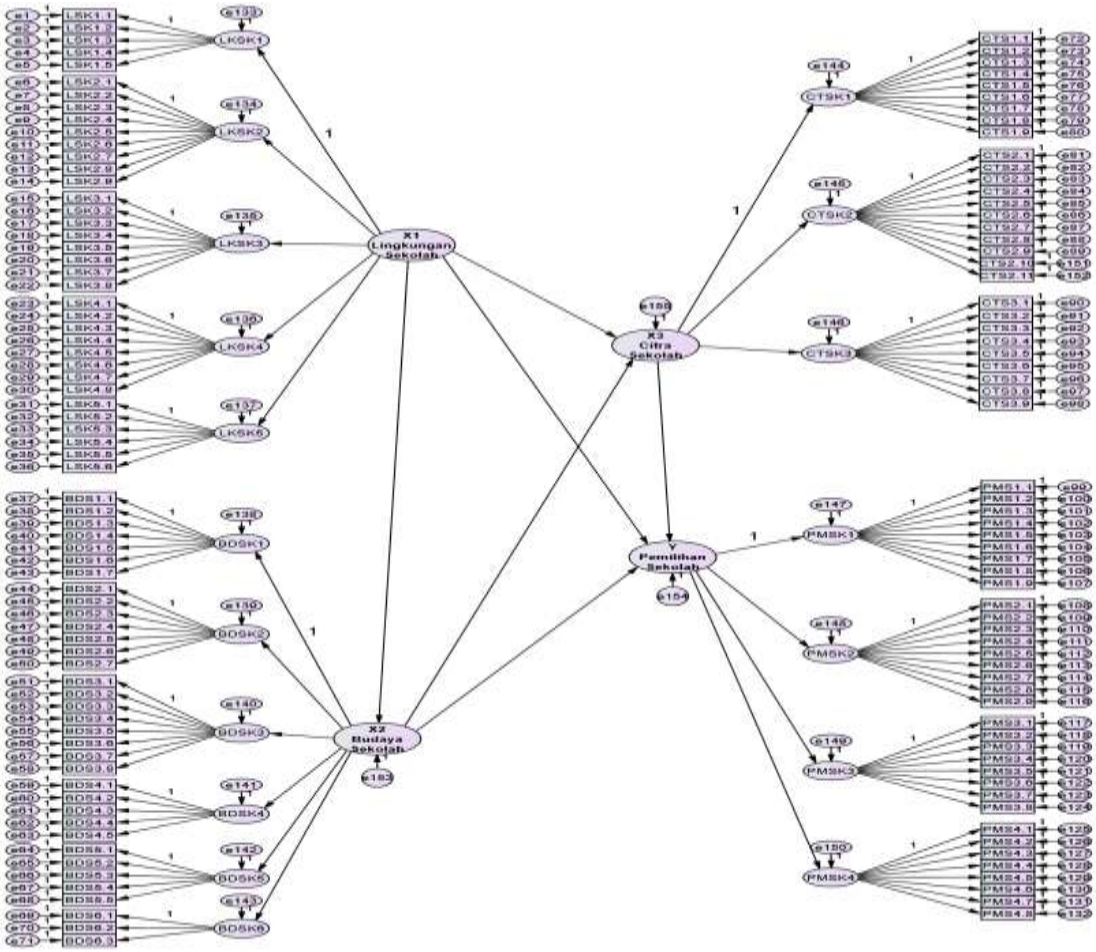

Figure 1. Analysis model

Discussion

From the results of the calculation of the Structural equation Modeling the direct influence of the School Environment (X1) on School Selection (Y), the path coefficient value of py1 is as large as 0.229. The results of the first hypothesis analysis provide findings that the School Environment (X1) has a direct positive effect on School Selection (Y). This can be interpreted the better the School Environment will cause the School Selection to increase and vice versa the lower the School Environment (X1) will cause the decline in School Selection (Y) The results of this study are in line with research and supported by research according to Usaini, Abubakar, & Bichi (2015) entitled "Influence of school environment on academic performance of secondary school students in Kuala Terengganu, Malaysia". From the

calculation of Structural Equation Modeling the direct influence of School Culture (X2) on School Selection (Y) value of the path coefficient py2 is 0.348. The results of the second hypothesis analysis provide findings that School Culture (X2) has a direct positive effect on School Selection (Y). This can be interpreted that the higher School Culture (X2) will cause an increase in School Election, and vice versa the lower the School Culture (X2) will cause a decline in Election. The results of this study are in line with the results of the study and are supported by research according to Ayse Negis-Isik & Musa Gursel (2013). Research entitled "Organizational Culture in a Successful Primary School: An Ethnographic Case Study". The purpose of this study is to examine the culture of a successful school.

From the results of the calculation of Structural Equation Modeling the direct effect of School Imagery (X3) on School Selection (Y) py3 path coefficient value of 0.342. The results of the analysis of the third hypothesis provides findings that School Image (X3) has a direct positive effect on School Selection (Y). This can be interpreted that the higher School Image (X3) will cause an increase in School Selection, and vice versa. The Lower School Image will Cause Declining School Selection. The results of this research are in line with the research supported by the research. According to Chen, (2016) in his title The Investigation on Brand Image of University Education and Students' Word-of-Mouth Behavior. This study aims to discover how brand image and university satisfaction affect student word of mouth behavior. From the calculation results of Structural Equation Modeling the direct influence of School Environment (X1) on School Imagery (X3) path coefficient value p31 as big as 0.306 The results of the fourth hypothesis analysis provide findings that the School Environment (X1) has a direct positive effect on School Image (X3) can be interpreted increasingly both the School Environment (X1) will cause an increase in School Image (X3) and the worse the School Environment (X1) will cause a decline in the School Image (X3). The results of this study are in line with research and supported by research according to Lunardo & Mbengue (2013) and Kumar & Kim (2014), which both identified certain store specific environmental characteristics as having an important positive impact on consumer's attitude towards a given brand.

Structural equation modeling calculation of the direct influence of School Culture (X2) on the School Image (X3) path coefficient value p32 as big as 0.223. The results of the fifth hypothesis analysis provide findings that School Culture (X2) has a positive direct effect on School Image (X3). This can be interpreted that the higher School Culture (X2) will cause an increase in School Image (X3) and the lower School Culture (X2) will cause a decline in Image School (X3). The results of this study are in line with the research and supported by research according to Kehinde who said: A Juxtaposition model that says that it was observed that four main factors influence organizational culture while corporate image and organizational culture are of major concerns that have a direct impact on the level of organizational success through marketing and management efforts as well as the organization's longevity, productivity, effectiveness and efficiency.

From the results of the calculation of the Structural equation Modeling the direct influence of the School Environment (X1) on School Culture (X2) the path coefficient value of p21 is 0.328. The results of the fourth hypothesis analysis provide findings that the School Environment (X1) has a direct positive effect on School Culture (X2). This means that the better the School Environment (X1) will lead to an increase in School Culture (X2) and the worse the School Environment (X1) will cause decline in School Culture (X2). The results of this study are in line with research according to Amaliyah & Pratikto (2017) Who said that "This study aims to explain the relationship between environmental variables out of school, school culture, self-efficacy and student learning outcomes Administrative Program Program at Vocational high School".

Conclusion

Based on the results of the analysis and discussion described in the previous description, it can be concluded that the School Environment (X1) has a direct positive effect on School Selection (Y). This can be interpreted as the better the School Environment will lead to increased School Selection and vice versa the lower the School Environment (X1) will cause the School Selection (Y) to decline. School Culture (X2) has a direct positive effect on School Selection (Y). This can be interpreted that the higher the School Culture (X2) will cause an increase in School Selection and vice versa the lower the School Culture (X2) will cause the School Selection to decline. School Image (X3) has a direct positive effect on School Election (Y) This can be interpreted as higher School Image (X3) will cause an increase in School Selection and vice versa Seamkin low School Image will Cause Declining School Selection. School Environment (X1) has a direct positive effect on School Image (X3). It can be interpreted that the better the School Environment (X1) will cause an increase in School Image (X3) and the worse the School Environment (X1) will cause the decline in School Image (X3). School Culture (X2) has a direct positive effect on School Image (X3) which can be interpreted as higher School Culture (X2) will cause an increase in School Image (X3) and the lower School Culture (X2) will cause a decline in School Image (X3). School Environment (X1) has a direct positive effect on School Culture (X2). It can be interpreted that the better the School Environment (X1) will cause an increase in School Culture (X2) and the worse the School Environment (X1) will cause the decline in School Culture (X2).

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