

CHAPTER VI

CONCLUSION

A. CONCLUSION

This study has revealed a significant correlation between parents' preference for religious values and their decision to choose private or public Madrasah Aliyah (MA) for their children's education. The results show that parents who prioritize religious values tend to choose private MA. This is because they consider that private MA have better quality teachers, a more rigorous curriculum in religious education, and an administrative structure that is more supportive of religious teaching compared to public MA.

On the other hand, although public MA have government funding support and relatively lower tuition fees, this is not attractive enough for parents who place a high priority on religious education. They feel that public MA may have limitations in providing in-depth religious instruction and face challenges in maintaining an ideal teacher-student ratio. As a result, they prefer private MA that are believed to provide better religious education, albeit at a higher cost.

Overall, this study confirms the importance of religious values in parents' decision to choose a school for their children and underscores the differences in parents' perceptions of the quality of education in private

and public MA. The findings provide important implications for the development of more responsive education policies.

B. Theoretical Implications

The findings of this study have several important theoretical implications for the field of educational management, particularly within the context of Islamic education.

1. Integration of Religious Values in Educational Management Theory

One key implication is the need for educational management theories to more deeply integrate the role of religious and cultural values in school choice decisions. Traditional theories of school choice often emphasize factors such as academic quality, cost, and proximity, but may overlook the significant influence of religious values, particularly in communities where religion plays a central role in daily life. This study suggests that for many Muslim families, religious alignment is not just an additional factor, but a central criterion in the decision-making process. This insight challenges existing models and suggests the need for more culturally nuanced frameworks that can better capture the complexities of school choice in religiously inclined communities¹⁰⁴.

¹⁰⁴ Geiger, R. L. (1993). *Research and Relevant Knowledge: American Research Universities Since World War II*. Oxford University Press

2. Implications for Policy and Practice

The study's findings also have implications for policymakers and educators who aim to design educational systems that are responsive to the needs of religiously inclined populations. The clear preference for private Madrasah Aliyah (MA) among parents who prioritize religious education suggests that public MA may need to reassess how they incorporate religious education into their curricula. By enhancing the religious content and aligning their educational offerings more closely with the values of the community, public MA could become more competitive in attracting students from religiously focused families. This could also help in balancing enrollment between public and private institutions, ensuring a more equitable distribution of educational resources¹⁰⁵.

3. Expanding the Scope of School Choice Research

Furthermore, this study expands the scope of research on school choice by highlighting the importance of non-academic factors, such as religious values, in parental decision-making. It suggests that future research in this area should consider a broader range of influences, including cultural, social, and religious factors, to provide a more comprehensive understanding of how families make educational choices. This expanded focus can lead to the development of more holistic educational policies that

¹⁰⁵ Woods, P. A., Bagley, C., & Glatter, R. (1998). *School Choice and Competition: Markets in the Public Interest?*. Routledge.

better serve diverse communities, particularly those in which religion is a key aspect of identity and daily life¹⁰⁶.

4. Theoretical Contributions to Educational Equity

Lastly, the study contributes to the ongoing discourse on educational equity by highlighting how religious values can intersect with other factors, such as socio-economic status, to influence school choice. For instance, the higher costs associated with private MA might limit access for lower-income families, even when these families prioritize religious education. This raises important questions about how educational systems can be designed to provide equitable access to religiously aligned education for all families, regardless of income. Addressing these questions could lead to more inclusive policies that support both educational quality and equity in religiously diverse societies¹⁰⁷.

UNIVERSITAS KH. ABDUL CHALIM
Mojokerto

C. ADVICE

Based on the findings of this research, several recommendations can be provided for the relevant stakeholders:

¹⁰⁶ Lubienski, C. (2007). Marketing schools: Consumer goods and competitive incentives for consumer information. *Education and Urban Society*, 40(1), 118-141.

¹⁰⁷ Gewirtz, S., Ball, S. J., & Bowe, R. (1995). *Markets, Choice, and Equity in Education*. Open University Press.

1. Recommendations for Educational Policymakers

Educational policymakers are encouraged to consider the importance of religious values when designing curricula and educational policies for Madrasah Aliyah (MA). The government should enhance the integration of religious education in public MA so that they can better compete with private MA. Additionally, improving teacher quality and the student-teacher ratio should be prioritized to ensure that the education provided in public MA meets the expectations of parents who prioritize religious values in their children's education.

2. Recommendations for Schools (Public and Private Madrasah Aliyah)

Schools, both public and private, should pay closer attention to the needs and preferences of parents regarding religious education. Public MA should consider enhancing the quality of religious education and facilitating programs that support the strengthening of religious values. Meanwhile, private MA must continue to maintain and improve the standards of teaching, curriculum, and administration to remain the top choice for parents who prioritize religious education.

3. Recommendations for Future Researchers

This study provides a foundation for further research in the area of school choice, particularly within the context of Islamic education. Future researchers are encouraged to expand the scope of research by including

comparative analyses across regions or countries and exploring the long-term impact of parental choice on students' academic, religious, and social development. Additionally, further research should delve into educational equity, particularly concerning access for low-income families to religiously oriented education.

4. Recommendations for Parents

Parents are advised to consider a more comprehensive range of factors when choosing a school for their children, not only based on religious values but also by evaluating the academic quality, facilities, and learning environment offered by the school. By doing so, parents can make more informed decisions that align with their children's educational and developmental needs.

These recommendations aim to guide stakeholders in making continuous improvements and innovations in the education system, particularly in Madrasah Aliyah, to produce graduates who excel academically and possess strong religious character.