



# Analysis of Muslim Community Perspectives on Islamic-Based Primary Schools

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## Abstract

Parents' interest in sending their sons and daughters to Integrated Islamic Elementary Schools is very high, even though the costs of studying there are quite high. Compared to general state schools, which are usually free (no fees), this research aims to find out and answer the question of why integrated Islamic primary schools are in great demand by the Indonesian Muslim community, especially parents. This research uses the method qualitative, using a case study approach. Research data was taken through in-depth interviews with five people, consisting of principals, teachers, and parents, at Integrated Islamic Primary Schools selected through Analysis Interactive Model Milles & Hubberman. This research shows that parents' interest in sending their sons and daughters to Integrated Islamic Primary Schools includes three factors: theological, sociological, and academic. i) Theological factors are views based on religious considerations. ii) Sociological factors related to views on the increasing image of Islamic schools in Indonesia. iii) Academic factors relate to the ability of integrated Islamic primary schools to achieve high academic achievements for both students and teachers. The results of this research can be used as information and initial data for subsequent researchers studying this problem in different contexts and issues.

## INTRODUCTION

Parental choice of education is an interesting theme among Muslim communities in Indonesia today. Muslim parents in Indonesia tend to be more interested in sending their children to schools that offer excellence in religious education, such as Integrated Islamic Elementary Schools, Islamic Elementary Schools, and Muhammadiyah Schools, compared to general elementary schools. This phenomenon reflects the pride of Indonesian Muslim parents in choosing a school that emphasizes religious education (Rasdiany et al., 2022; Syafruddin et al., 2023).

Nanang Fatchurochman revealed that views on education have shifted along with social demands that are increasingly developing at a macro level. Parents are now more worried about juvenile delinquency (Ahdar & Musyarif, 2022; Nur Utami & Raharjo, 2019; Zainal et al., 2022). To anticipate this, character education began to be emphasized as early as possible, as implemented in the Integrated Islamic School, education system that harmonizes religious values and Eastern culture (Engkizar et al., 2021; Ismail, 2016).

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Based on the data above, it is clear that there has not been a single study found that focuses on discussing the analysis of the Muslim community's perspective on Islamic-based elementary schools. This research needs to be analyzed, especially for Islamic schools in Indonesia. In this research, an integrated Islamic elementary school was chosen as the research location because even though the school is still new and geographically close to other elementary schools, public interest in this school always increases from year to year. Thus, the Buah Hati Padang Integrated Islamic Primary School is seen as a school that has appeal among parents.

## **METHODS**

This is research that uses qualitative methods. According to Brennen, (2021); Gammelgaard, (2017), qualitative research is a systematic research method or path that is used to study or research an object in a natural setting without any manipulation or hypothetical testing, using natural methods when the expected research results are not generalizations based on quantitative measures but the meaning (quality aspect) of the phenomenon at hand. The selected informants have met four criteria: understanding the problem under study well, remaining active in the field being studied, having time to provide information to researchers, and providing information on the facts that occur in the field (Prasetyo et al., 2020; Sartika et al., 2020). To fulfill the criteria as an informant, all informants were school principals, teachers, and parents at the Buah Hati Padang Integrated Islamic Primary School. After the interviews were completed with all informants, a transcription process was carried out, and then the author selected themes that were appropriate to the research needs. All data are analyzed thematically using the Miles & Huberman interactive analysis model technique (Khasanah & Darsinah, 2022; Namira et al., 2023).

## **RESULT AND DISCUSSION**

Integrated Islamic Elementary School is an elementary school with a full-day school system that combines the curriculum of the Education and Culture Service with the curriculum of the Integrated Islamic School Sub Network Association. With the hope of instilling Islamic values from an early age, getting used to Islamic behaviour in everyday life, and instilling the basics to develop and shape students' potential optimally.

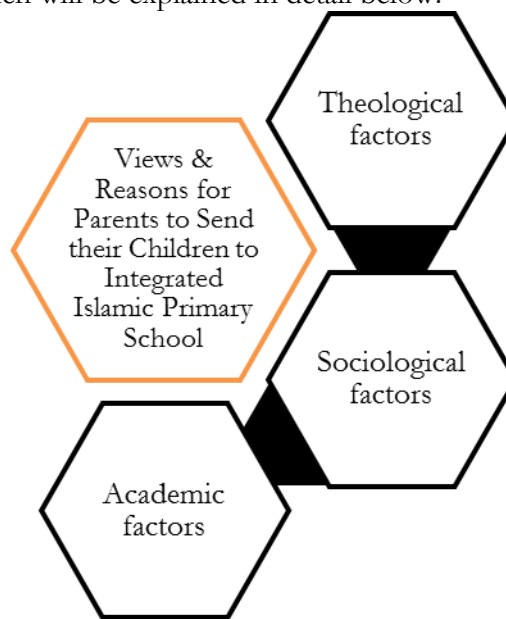
Among the Muslim community in Indonesia, they are willing to pay very expensive fees compared to other schools. For kindergarten or elementary school, the entrance fee has reached \$4 million to \$5 million, while the monthly education contribution can reach \$400,000 to \$600,000. This figure is more expensive than the entrance fee to madrasas and public schools at the same level; even elementary schools and Madrasah Ibtidaiyah have many free programs, and even though the costs are higher than other public schools, parents still do not mind (Astuti, 2022; Febriani et al., 2022; Gunawan, 2017; Syafril et al., 2021).

This situation is in contrast to what society thought in previous times. In the past, people thought that quality education could only be provided by non-Islamic educational institutions, so many Muslims flocked to choose Catholic schools as their children's educational centres. Integrated Islamic Schools help raise the spirit of Islam more openly and proudly, which in turn influences the practice of Da'wah in Muslim communities from various socio-economic layers. This pattern is different and, at the same time, a criticism of the Da'wah pattern in general, which is carried out in large recitation mosques and other places of religious activity (Bempechat & Shernoff, 2012; Erhamwilda et al., n.d.; Froiland, 2011).

What differentiates religious education between Integrated Islamic Elementary Schools and Elementary Schools, in general, is that the formation of children's

character in Integrated Islamic Elementary Schools is comprehensive (*Sumumiyah*), namely that learning is framed more with Islamic values, for example, speech, how to dress, and how teachers communicate. Still associated with Islamic values. General learning material at the Integrated Islamic Elementary School is more linked to religious values; for example, looking for verses related to the material, looking for spiritual values in the learning, and not even just during learning time at the Islamic Elementary School during break time for students. It is recommended to maintain manners and carry out the Sunnah worship of *dhuba dhiker al mat.Surat* and other sunnah worship.

Based on the results of the data analysis found in the field, there are three views or reasons for parents to send their children to Integrated Islamic Primary School. The three views or reasons are theological factors, sociological factors, and academic factors, which will be explained in detail below.



**Fig 2. Views & reasons for parents to send their children to integrated Islamic primary school**

### **Theological Factors**

The reasons or views of parents when choosing education for their first child are based on religious considerations. The theological reasons parents send their sons and daughters to Integrated Islamic Elementary School are the most dominant factor compared to other factors. An indicator of this theological reason is the parents' desire to make their child a pious person, good at reading the Alquran, memorized, and able to carry out worship correctly. This was revealed by various opportunities for researchers to conduct interviews with resource persons and teachers or parents of students at the school that was the location of this research. One of the parents said:

*...From the start, the Integrated Islamic Elementary School was the first choice to send my children to school because of religious considerations. So the first thing I took into account was the religion; if the religion was good, then I chose it; if it wasn't good, I didn't want it, even though the other achievements were good, and thank God, I chose because of the affordable distance (I-2).*

From this interview, it was revealed that parents sent their children to the Integrated Islamic Elementary School because of religious considerations. Parents will choose a school that has a good religious basis, and Integrated Islamic Elementary School is one of the Integrated Islamic Elementary Schools that is considered to have a good religious education. The informant understands that religion is an important component in making his child a pious child; without good

religious education, his child can't become a pious child (Putri et al., 2022; Rahmi et al., 2021; Rasdiany et al., 2022).

Parents of students who chose Integrated Islamic Elementary School also expressed similar reasons because of their own experience of how their children's behaviour at home shows Islamic values said:

*...I was very amazed to see that my son was able to advise me if I forgot to pray, and my son advised me that I should not miss the prayer because the sin is very big if it is missed. I am very proud of my child, whereas when compared to state schools, elementary school-age students are not necessarily able to remember that missing prayer is a big problem or sin. Therefore, I am very interested in making Integrated Islamic Elementary School a school for my future children. Besides that, I don't have to bother giving additional religious lessons at home (I-3).*

Not much different from the reasons given by the parents, he said:

*...It is in line with my expectations." My child knows religion better; he understands how to pray well and is now even smarter in writing and reading the Alquran, which is the main reason I chose the Integrated Islamic Primary School so that they have a good provision of religious knowledge (I-4).*

Data revealed from several sources shows that religious education is an important factor for parents in determining the choice of educational institution for their sons and daughters. The encouragement that comes from children (family members) to learn about Islam is sometimes more touching than encouragement from outside. So in the family, there is a process of reminding each other between children and parents to live an Islamic life. This also gives rise to different impacts from the existence of the Integrated Islamic Primary School. The presence of the Integrated Islamic Primary School not only has the impact of increasing students' religious myths in class but also has a direct impact on the level of religious development of parents at home. Therefore, parents who initially chose the Integrated Islamic Primary School as a place of education for their children were also positively impacted by their choice (Asadullah & Maliki, 2018; Mehdizadeh et al., 2018; Shakeel, 2018).

The reason parents chose to go to the educational institution for their sons and daughters at the Integrated Islamic Primary School was that religion was considered a quite rational choice, considering that the Integrated Islamic Primary School paid attention to religious education and made it an important factor in school activities.

### **Sociological Factors**

Sociological factors are also an important consideration as to why the Islamic Elementary School has received wide acceptance from the community for sociological reasons. Based on how far educational institutions can fulfill sociological roles, positional allocation roles in the form of positions and important roles in social life enable social mobility, confirm social status, and increase one's prestige in society.

As explained by Hefner, (2016); Makruf & Asrori, (2022), the Integrated Islamic Elementary School in Indonesia in general has experienced an improved image compared to previous times. The Integrated Islamic Elementary School is the answer to doubts and assumptions that have long been deeply rooted in society: that Islamic education cannot come to the fore in the intelligence process nation. In the past, people thought that quality education could only be provided by non-Islamic educational institutions, so many Muslims flocked to choose Catholic schools as their children's educational base.

However, this phenomenon began to shift along with the development of Islamic schools, including the Integrated Islamic Elementary School. The continuing improvement in the image of the Integrated Islamic Primary School in the eyes of the community is one of the sociological factors why parents, who are generally from the

Muslim community in Indonesia, are willing to let their sons and daughters study at the Integrated Islamic Primary School.

The sociological factor that is by the needs of the Muslim community in Indonesia in general at the Integrated Islamic Elementary School is the implementation of full-day school, which requires students to take part in the learning process for a longer time, starting from 07.00 to 16.00 WIB. This longer learning time allows the Integrated Islamic Elementary School to teach all the material contained in the curriculum, including the religious curriculum, namely Tahsin and Tahfidz Al-Qur'an. More than that, students also have the opportunity to practice what they have learned, especially those related to the religious curriculum.

*...I send my child to the Integrated Islamic Elementary School because of its full-day program." When we are busy working, we need to choose an institution that we can trust to look after the children. The purpose of looking after this is to continue to in still goodness while we work (I-3).*

The full-day school system is an educational program that provides longer academic time than educational programs in general. This academic time is used to train children's social skills with the freedom to choose their own time. The full-day program usually takes place between 07.00 and 16.00 WIB, while the half-day program takes place between 07.00 and 12.00 WIB. Meanwhile, at SD IT, the full-day program for class's I–III is 07.00–13.00 WIB, and for classes IV–VI, it is 07:00–16:00 WIB.

The difference between full-day and half-day programs lies in the fact that full-day programs are visible in their implementation at the local and national levels. This report examines the differences between a full day and a half days. The prominent difference between a full day and a half days lies in the curriculum (Alvunger, 2018; Suardi & Rudyanto, 2021; Veradegita et al., 2021).

In connection with the full-day school system implemented by the Integrated Islamic Elementary School, there were considerations from several parents who encouraged them to choose this school as a place of education for their children (Anggraini & Kamid, 2024; Nuzula et al., 2024). The existence of awareness of the importance of Islamic education is the main factor. Apart from other technical factors such as wanting to entrust their children because they are busy working until the afternoon, children do not spend their time playing, watching television, or playing with gadgets and thus neglect studying. In general, it can be said that parents or guardians of students who send their children to this institution do so because they technically feel less able to control their children at home for several reasons. In fact, with the full-day school system, the teacher's task becomes more difficult and extra in educating and supervising the development of students because some parents already believe in entrusting their children to Integrated Islamic Primary School. The full-day school system is a unified system between various components in the school, especially the student's parents, who control and create the learning atmosphere at home.

The full-day school system is profitable for the middle class, who are busy working by sending their children to school. With this system, they do not need a lot of money to care for their children. They don't need to worry about the activities their children do after school because the children are full at school until the afternoon. When parents have returned from work, this is considered an alternative solution when parents are plagued by concerns about moral decay among the younger generation, whether caused by the use of illegal drugs, criminal acts, or promiscuity.

*...I send my children to the second Integrated Islamic Primary School because it is a full day. I work every day from morning to evening, and my husband also has a busy schedule until the afternoon, so our children need to be with people we believe are capable, and their religion can*

*also develop well. Ultimately, our choice fell on the Integrated Islamic Primary School, Padang (I-2).*

They only need to pay more money than other public schools. This amount is slightly more expensive when compared to other schools. As a consequence of the full-day school system, schools require additional facilities, including having to provide lunch and the cost of transporting children for a full day, mostly for the middle class. Moreover, civil servants prefer to send their children to schools with a full-day school system. This is also in line with working hours in Indonesia, which means they do not have time to care for their children when they send them to public schools that do not implement a full-day school system. The full-day school system is considered a practical solution for them.

These are some of the advantages that motivate parents from the Muslim community to send their children to the Integrated Islamic Primary School, which ultimately contributes to the success of several Integrated Islamic Primary Schools to improve their status as established schools otherwise considered elitist.

The amount that parents have to spend to send their children to the Integrated Islamic Primary School is higher than the amount that parents have to spend to send their children to a state primary school or madrasah, even though both types of educational institutions are part of the government's free school program. This shows that the parents who send their children to the Integrated Islamic Primary School are from the middle class.

#### **Academic factors**

Academic factors are based on the achievements and performance of educational institutions, which show that the educational institution is managed professionally. The performance and professionalism of the management of educational institutions will have a significant influence on the level of academic achievement, and educational institutions that have high achievements for educated people will be the educational institutions that many people choose.

Academic reasons are also an important factor for parents of students at Integrated Islamic Primary School in enrolling their children in this school. The academic reasons at the Integrated Islamic Primary School are in the form of school achievements, quality teachers who are capable of good learning processes, and adequate infrastructure for the learning process. Researchers found this on several research occasions through interviews with one of the student's parents, who said:

*...I had a very good first impression with the teachers here; at that time, my child didn't want to go to school yet. Because my child is relatively shy, it is difficult to adapt to new friends." However, when I came here, my child and I were welcomed by teachers who were very welcoming and friendly, and finally, my child slowly wanted to go to school here (I-4).*

One of the experiences of parents, as revealed in the interview above, shows that the Integrated Islamic Primary School has all qualified teachers. The teacher's job is not just to convey lesson material in class but also as a playing partner, companion, motivator, and even as a substitute for parents at home. That is what the teachers of Integrated Islamic Primary School understand, not only when they play a role when students are sitting nicely in class and ready to take part in the learning process, but also by being warm, friendly, enthusiastic, and friendly in welcoming students to school. This move turned out to be very effective in making students feel happy at school, so one of the prospective students who initially didn't go around to various schools and didn't feel like they fit in finally wanted to go to the Integrated Islamic Primary School.

*...In my opinion, the strength of the teachers here is their talent for accompanying their students to act like parents at home. Not just delivering subjects in class but accompanying the children fully. Indeed, the world's little children still love to play. "Sometimes students also*

*can't differentiate between those at home and those at school, and I see that the teachers here really understand that (I-1).*

It seems that teacher talent is very important for parents at the Integrated Islamic Elementary School. Hini realized that elementary school-age children needed intensive attention from school teachers at school. Teachers are required to replace the role of parents at home. Teachers are required to act not only as formal teachers in their interactions in the classroom but also as parents, playmates, learning companions, and, even more importantly, as moral guides. Without strong patience, a teacher can't carry out these roles well. The teachers at the Integrated Islamic Primary School truly appreciate their role (Đurišić & Bunijevac, 2017; Hasanah, 2021; Rahmi et al., 2021; Sanders & Turner, 2018; Silva-Rodrigues et al., 2016).

As a moral guide (teacher), the role of the teacher is not just to convey lessons in class; the teacher has a more important role in the form of the task of instilling strong Islamic values in students. Therefore, teachers do not only consider students as students but as partners to jointly develop knowledge and convey Da'wah messages. In this way, students' intellectual capacity and moral integrity can develop well (Burhanuddin et al., 2022; Hasibuan & Anwar, 2023; Tambak et al., 2020).

This was also shown by one of the teachers at the Integrated Islamic Elementary School that the Integrated Islamic Elementary School does not lie in the general curriculum description but rather in a teacher's ability to instill religious moral values in students through concrete examples of how a teacher speaks good language and behaves by good principles as established by Islamic values.

To guarantee the Islamic commitment of the teachers at the Integrated Islamic Primary School, they set aside one day for a meeting, and in that meeting, the teachers evaluated themselves. Programs for installing Islamic values and commitment among teachers are carried out continuously in an integrated manner in daily activities at school. They are required to understand that school is a place to strengthen Muslim monotheism to make the Prophet Muhammad SAW a model in everyday life (Informant A). Almost the same reason was also conveyed by one of the student's parents through an interview. He said:

*...This school has good teachers who understand the world of children. This is very important for children. Often, my child is more impressed by the teacher's attitude towards the child than by the material presented in class. So when they go home, what the child tells them is not the lesson but the experience with the teacher outside the classroom. And my child sometimes feels sad when he goes to school, but the teacher doesn't come to school because he is sick. "Why is that? Because my child is very comfortable with the attitude of the teachers at the Integrated Islamic Primary School (I-3).*

Apart from the academic quality of teachers, the Integrated Islamic Primary School is also evident in the graduates produced; this was revealed from interviews as follows:

*...Thank God, my first child also graduated from here, and when he continued to a higher level, he was still accomplished and influential." And the knowledge gained from the Integrated Islamic Primary School is still strong (I-2).*

The character education instilled in disciplined schools and the quality of learning have an impact on graduates being able to compete when they move on to the next level.

## CONCLUSION

Overall, this research confirms that integrated Islamic elementary schools are sought after by the Muslim community because of their success in integrating religious and academic education as well as providing social solutions that are relevant to the needs of the times. Theological factors are the main driver, where parents want their children to have balanced intellectual and spiritual intelligence.

Sociological factors also play a role in increasing parental pride in quality Islamic schools. Additionally, the academic factors show that this school can compete with other educational institutions, making it a solid choice for Muslim families who want to ensure their children's future. Thus, future school development must consider the importance of quality religious education to attract the interest of parents in the context of Muslim society in Indonesia.

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