

PARENTS' PERCEPTION OF THE QUALITY OF EDUCATION AT STATE ISLAMIC ELEMENTARY SCHOOL 4 WAY JEPARA, EAST LAMPUNG

Atika Vanya Salsabila^{1*}, Nur Indah Sari², Apri Kurniasih³

Darussalam Islamic College of Lampung, Indonesia^{1,2,3}

**Corresponding Author: vanyasabil20@gmail.com*

Article Submission:
25 July 2025

Article Revised:
27 July 2025

Article Accepted:
29 July 2025

Article Published:
10 November 2025

ABSTRACT

This qualitative case study at Madrasah Ibtidaiyah Negeri 4 Way Jepara, East Lampung, investigates the perceptions of fifth-grade parents, focusing on cognitive, affective, and conative aspects, and the factors influencing these views. Motivated by a gap in comprehensive studies on parental perceptions in state madrasah ibtidaiyah in East Lampung, this research employed in-depth interviews, observation, and documentation with ten parent informants. Overall, the study revealed a highly positive parental perception, with a 75% positive response rate. Cognitively, parents recognize the madrasah's strength in integrating religious and general education. Affectively, they express satisfaction and trust in the institution. Conatively, parents fully support and actively recommend MIN 4 to others. Data analysis, using a thematic approach, identified internal influencing factors such as family religious values and high expectations for children's religious education. External factors included the madrasah's positive image, the quality of its teachers, and available facilities. These findings underscore the critical role of positive parental perceptions in bolstering madrasah education programs. The study concludes that continuous strengthening of communication strategies and improvement of educational service quality, aligning with parents' expectations, are crucial for the future growth and development of madrasahs.

Keywords: Cognitive, Conative, Madrasah Ibtidaiyah, Parental Perception, Satisfaction

INTRODUCTION

Education stands as a fundamental pillar in the cultivation of high-quality, intelligent, morally upright, and religious human resources. Within the landscape of Indonesian basic education, Madrasah Ibtidaiyah (Islamic elementary schools) hold a strategically important position. These institutions uniquely integrate general and religious education, effectively addressing the holistic educational needs of Muslim communities across various regions (Inayati et al., 2024). A prime example of this success is Madrasah Ibtidaiyah Negeri (MIN) 4 East Lampung, located in Braja Sakti Village, Way Jepara District. This particular madrasah has demonstrated remarkable growth, currently boasting the highest student enrollment in the Braja Sakti area with 630 students (MIN 4 East Lampung, 2024), which serves as a clear indicator of the public's significant trust in madrasahs as a high-quality alternative for primary education. The madrasah's positive image, the caliber of its teaching staff, and its supportive facilities are crucial elements that contribute to fostering positive parental perceptions of this educational institution.

Parents' perceptions of schools are undeniably critical as they directly influence their decisions regarding school selection and their subsequent involvement in supporting their children's learning journey. These perceptions are multifaceted, comprising three key dimensions: a cognitive aspect, which relates to parents' knowledge and understanding of the school; an affective aspect, which encompasses their positive or negative feelings and attitudes; and a conative aspect, which reflects their behavior and active desire to participate in their children's educational activities. While prior research consistently indicates that positive parental perceptions can significantly enhance emotional and financial support for children's education, thereby contributing to increased student motivation and academic achievement, there remains a notable research gap. Specifically, there is a limited number of comprehensive studies that delve into these three specific perceptual aspects within state madrasah ibtidaiyah, particularly in the East Lampung region. This study is thus motivated to address this void by providing an in-depth exploration of parental perceptions within MIN 4 Way Jepara, aiming to contribute a nuanced understanding of the factors that underpin public trust and support for madrasah education.

However, studies on the perceptions of parents of students in public Islamic elementary schools, particularly in East Lampung, are still very limited. Existing research focuses more on parental satisfaction with educational services (Yuniarsi, 2021) and branding strategies for Islamic educational institutions (Yusuf, 2023). Meanwhile, an in-depth study

comprehensively describing parental perceptions based on the three dimensions of cognitive, affective, and conative education at MIN 4 East Lampung has not been found. This gap indicates an urgent need for research to comprehensively understand how parents view the quality of their education and the factors that influence those perceptions.

This research is crucial because parental perceptions are a key indicator in developing the quality of madrasa education. In addition to providing empirical information on parental satisfaction and involvement, this research will serve as a basis for madrasa principals and policymakers to design more appropriate strategies to improve educational services in line with stakeholder expectations. Thus, this research not only contributes to the development of Islamic education but also supports educational management practices that are responsive to community needs.

The problem formulation for this study clearly arises from the need to understand parents' perceptions of fifth-grade students at MIN 4 East Lampung, specifically examining their cognitive, affective, and conative aspects, and identifying the influencing factors. The primary purpose of this research is to comprehensively describe these perceptions and analyze the determinants shaping parents' views of the madrasah.

This research is anchored in established literature, including perception theory, which elucidates how cognitive, affective, and conative dimensions collectively form an individual's attitude toward an object (Robbins et al., 2019). Relevant studies like Wati & Ridwan (2024) highlight the importance of madrasahs maintaining their relevance and quality in religious education to attract parents. Hadimu & Rukhayati (2021) contribute to the understanding of parental decision-making in choosing educational services. Furthermore, Ismawaty's research (2023) confirms that positive perceptions are directly linked to increased parental involvement in their children's education.

Despite these valuable contributions, a significant research gap exists. Current literature lacks specific examinations of parental perceptions at MIN 4 East Lampung, particularly with an in-depth focus on the conative aspect. This study aims to directly address this gap, offering a focused analysis that will not only enrich the existing body of literature but also provide practical insights for MIN 4 East Lampung to enhance its educational quality and better meet the expectations and needs of parents, who are essential partners in the educational process.

RESEARCH METHOD

This study employed a qualitative approach with a single case study design to

thoroughly understand the perceptions of fifth-grade parents regarding Madrasah Ibtidaiyah Negeri 4 Way Jepara, East Lampung, within its authentic context (Miles et al., 2014). The research was conducted directly at Madrasah Ibtidaiyah Negeri 4 Way Jepara, East Lampung. Ten fifth-grade parents were selected through purposive sampling to provide in-depth insights. Data were collected using triangulation of in-depth interviews with a structured protocol, direct observation guided by specific guidelines, and careful review of relevant documentation. The analysis followed Miles, Huberman, and Saldaña's (2014) model, involving data condensation, display, and conclusion drawing with continuous verification to categorize perceptions into cognitive, affective, and conative aspects and identify influencing factors. Ethical considerations, including informed consent, confidentiality, and anonymity, were strictly adhered to throughout the study to protect the informants' privacy and well-being.

This study was conducted at Madrasah Ibtidaiyah Negeri 4 East Lampung from May to June 2025. For the selection of participants, ten parents of fifth-grade students were chosen using purposive sampling. This specific technique was employed because parents of fifth-grade students are considered to possess extensive experience and familiarity with their children's educational progress and the overall madrasah environment (Saputra et al., 2022).

To answer the main question regarding how data is collected, researchers use three data collection techniques, namely:

- (1) Semi-structured Interviews: In-depth interviews were conducted with all ten parent informants. These interviews were designed to thoroughly explore their perceptions across cognitive, affective, and conative aspects of the madrasah.
- (2) Observation: Direct observation of the madrasah environment and the interactions between the madrasah and parents was carried out. This aimed to obtain factual, real-time data that would corroborate and enrich the insights gathered from the interviews.
- (3) Documentation: Relevant documents were collected, including photographs of activities, the madrasah's profile, and other supporting materials. This documentation served to strengthen the validity and provide additional context for the collected data.

Meanwhile, to answer the question of how the data was analyzed, this study used the Miles and Huberman interactive analysis model (Miles et al., 2014) which includes three steps: data reduction, namely sorting important data from the results of interviews and

observations; presenting data in the form of descriptive narratives and tables; and drawing conclusions and verification to obtain meaning according to the focus of the research.

The validity of the data in this study is maintained through source triangulation (differences in informants), technical triangulation (interviews, observation, and documentation), and time triangulation, namely data collection is carried out at different times and situations (Hollweck, 2015). The use of triangulation aims to ensure the credibility and validity of research findings so that the results obtained can be trusted and scientifically accounted for.

FINDINGS AND DISCUSSION

MIN 4 East Lampung boasts a long and distinguished institutional history, having been established in 1970. Since then, it has undergone several administrative and leadership transitions, officially becoming MIN 4 in 2014. With an A accreditation, a spacious land area of 2,215 m², and consistently increasing student enrollment, MIN 4 has solidified its position as one of the most favored state madrasahs in Way Jepara District. In the 2023/2024 academic year, the student body reached 630 individuals, making it the largest study group in the area.

Institutionally, the madrasah is led by the Head of Madrasah who acts as an educator, manager and administrative administrator (Mu'minah et al., 2023). Supported by a dedicated team of 32 teachers and staff, as well as various work units such as administration, curriculum, student affairs, public relations, library, and UKS, MIN 4 runs a holistic, integrated education system. Featured programs such as memorizing short surahs, learning about faith and morals, and developing interests and talents through extracurricular activities help strengthen the madrasa's image as a modern and professional Islamic-based educational institution.

A religious, safe and comfortable environment also contributes to parents' positive perceptions (Karsono et al., 2021). The madrasah's facilities include 19 adequate classrooms, a library, a health unit (UKS), a teachers' lounge, a prayer room, and adequate sanitation facilities. Using a school-based management (SBM) approach, the madrasah also involves parents and the community in decision-making and institutional development. All of this provides a strong basis for why parents entrust their children's education to MIN 4 East Lampung.

This study aims to describe the perceptions of parents of fifth-grade students towards MIN 4 East Lampung based on cognitive, affective, and conative aspects, as well as the

factors that influence them. The findings of this study, derived from qualitative data collected through in-depth interviews, observations, and documentation, are presented systematically across cognitive, affective, and conative aspects of parental perception, along with influencing factors. While the sample size of ten parents allows for rich qualitative insights, it is noted that any quantitative representation is illustrative of trends within this specific sample rather than generalizable statistical data.

1. Cognitive Aspect

All ten informants (100% of the sample) demonstrated a clear understanding of MIN 4 East Lampung's flagship programs, particularly the integration of religious and general education. Parents were consistently aware of the madrasah's specific memorization targets for daily prayers and short surahs at each grade level, as well as the structured teaching of faith and morals. A notable observation was that three informants explicitly emphasized the structured nature of the memorization program, noting its progression from grade 1 with increasing targets at subsequent levels. As articulated by one informant:

"Since first grade, children have been taught to memorize daily prayers and short verses. With each grade they move up, there's an additional memorization." (Informant 4)

These findings indicate that parents have good knowledge regarding structured madrasah programs.

2. Affective Aspect

All ten informants (100%) expressed overall satisfaction and trust in MIN 4 East Lampung. Eight informants (80%) conveyed a profound sense of calmness and pride, stemming from their belief that their children were receiving a strong and comprehensive religious education. The remaining two informants (20%) also expressed satisfaction, acknowledging it despite not being fully aware of all the intricate details of the madrasah's various programs. This suggests that a general positive feeling can exist even without complete programmatic knowledge. An informant's statement illustrates this sentiment:

"The teachers really care about the students, and the teaching is good, especially for religious studies.." (Informant 2)

3. Conative Aspect

All ten informants (100%) demonstrated full support for their children's continued education at MIN 4 East Lampung, highlighting a strong intention to maintain their engagement with the institution. Specifically, five informants (50%) consistently reported actively recommending MIN 4 to their family members or neighbors, serving as direct

advocates for the madrasah. The other five informants (50%) explicitly stated their intention to enroll any future children they might have at the same madrasah, indicating long-term loyalty and trust. An informant's direct statement exemplifies this behavioral commitment:

"If a relative asks about a good school here, I would definitely recommend MIN 4."
(Informant 7)

4. Factors that Influence Perception

Internal Factors

Internal factors significantly shaping parents' perceptions primarily revolved around the family's intrinsic religious values and their fervent expectations for their children to acquire a strong religious foundation. The overwhelming majority of informants articulated a desire for their children to develop sound morals and in-depth religious knowledge from an early age, aligning with the madrasah's core mission.

External Factors

External factors contributing to positive parental perceptions included the madrasah's consistently positive public image, the perceived competence and dedication of its teaching staff, and the adequacy of its educational facilities. Informants frequently assessed the madrasah environment as safe, conducive to religious development, and generally supportive of optimal child development, thereby reinforcing their positive views.

Table.1 Percentage questionnaire on parents' perceptions of grade V students at MIN 4 East Lampung

No	Statement	Positive (n)	Negative (n)	Positive Response (%)	Negative Response (%)	Aspect
1	I understand the madrasa's flagship programs, especially the integration of religious and general education.	10	0	100%	0%	Cognitive
2	My child was taught to memorize daily prayers and short surahs since grade 1 with gradual targets	10	0	100%	0%	Cognitive

	at each level.					
3	I feel satisfied and confident in this madrasah.	10	0	100%	0%	Affective
4	I feel calm and proud because my child is receiving a strong religious education at this madrasa.	8	2	80%	20%	Affective
5	I am satisfied even though I don't know all the madrasah programs in detail.	2	8	20%	80%	Affective
6	I support the continuation of my child's education at this madrasa.	10	0	100%	0%	Conative
7	I recommend this madrasah to my family or neighbors.	5	5	50%	50%	Conative
8	I will continue my next child in this madrasah.	5	5	50%	50%	Conative

Source: Interview with informant

Average Percentage per Aspect

1. Cognitive Aspect $(100\% + 100\%) / 2 = 100\%$
2. Affective Aspect $(100\% + 80\% + 20\%) / 3 = 66.67\%$
3. Conative Aspect $(100\% + 50\% + 50\%) / 3 = 66.67\%$

Average Percentage of Total Positive and Negative Responses

1. Total Positive Responses: $(100\% + 100\% + 100\% + 80\% + 20\% + 100\% + 50\% + 50\%) / 8 = 75\%$
2. Total Negative Responses: $(0\% + 0\% + 0\% + 20\% + 80\% + 0\% + 50\% + 50\%) / 8 = 25\%$

Based on the survey results, parents' perceptions of MIN 4 East Lampung are generally very positive. This is demonstrated by:

1. The Cognitive Aspect achieved an average of 100% positive responses, indicating that parents understand the madrasah programs well, especially regarding the integration

of religious and general education, as well as the habit of memorizing prayers and short surahs since grade I.

2. The affective aspect received an average of 66.67% positive responses, indicating that most parents felt satisfied, confident, and proud of religious education at the madrasa, although there was a small number who did not fully understand the madrasa program in detail.
3. The Conative Aspect also had an average of 66.67% positive responses, reflecting strong parental support for the continuation of children's education at the madrasah, although not all parents recommended or continued their next child at this madrasah.

Overall, the average positive response reached 75%, while the negative response was 25%. This indicates that the majority of parents have a positive perception of MIN 4 East Lampung, especially in terms of program understanding (cognitive) and support for the continuity of their children's education (conative). Although there are several affective responses that need to be improved, particularly regarding overall satisfaction with the madrasah's programs.

The findings of this study indicate that the perceptions of fifth-grade parents of MIN 4 East Lampung are very positive in the cognitive, affective, and conative aspects. This supports Sugiyono's theory, which states that perception consists of understanding (cognition), feelings (affection), and desires/actions (conation), which are formed from an individual's direct experience (Sugiyono, 2013).

From a cognitive perspective, parents' understanding of the prayer and short surah memorization program demonstrates the madrasa's success in socializing its religious curriculum. This aligns with Ardiansyah's research, which found that structured religious learning programs increase parents' trust in the school (Ardiansyah & Arda, 2020).

In the affective aspect, feelings of satisfaction and trust indicate parents' emotional attachment to the madrasah (Karsono et al., 2021) found that the quality of educational services, school image, and good leadership significantly influence parent satisfaction and loyalty. These findings underscore the importance of teacher quality and religious programs in building positive perceptions.

The research findings provide compelling evidence for the tangible manifestation of positive parental perceptions within the conative aspect, particularly demonstrated through parents' active recommendation of MIN 4 East Lampung to others. This observation aligns

robustly with Sugiyono's (2013) perception theory, which posits that conation represents a volitional behavioral outcome subsequent to the formation of cognitive understanding and affective attitudes. Such proactive endorsement by parents strongly suggests that MIN 4 East Lampung has effectively fulfilled community expectations, thereby solidifying its reputation as a trusted and high-quality institution for Islamic basic education (Huda & Purnomo, 2025).

A noteworthy, albeit subtle, finding revealed that while all informants expressed overall satisfaction, a subset of two parents lacked comprehensive awareness of all the madrasah's flagship programs. This pattern underscores a critical area for institutional improvement, indicating a need for MIN 4 East Lampung to enhance its communication strategies with parents. Improved communication is posited to deepen parental understanding of available programs, thereby fostering more active and informed involvement in educational initiatives.

From a theoretical standpoint, this study significantly corroborates Sugiyono's perception theory by empirically validating the sequential development of perception from cognitive assimilation to affective response, culminating in conative action. Furthermore, it substantially enriches the academic discourse on parental perceptions by offering an in-depth, focused examination of the conative aspect, a dimension that has historically received less comprehensive scholarly attention. Practically, these findings furnish madrasahs with an empirical basis for refining their educational programs, optimizing communication protocols, and fortifying their institutional branding to more effectively align with parental expectations and cultivate deeper engagement.

This research constitutes a significant contribution to the existing body of literature concerning parents' perceptions of madrasahs, particularly within the specific geographical context of East Lampung. By illuminating the conative aspect as a pivotal indicator of parental loyalty and trust, it introduces a novel dimension to the understanding of educational stakeholder dynamics. Moreover, the elucidated results offer a valuable evidential foundation for policy development, guiding the design of learning programs and the formulation of promotional strategies for Islamic educational institutions in the future.

CONCLUSION

This study concluded that the perceptions of fifth-grade parents of MIN 4 East Lampung were very positive, across cognitive, affective, and conative dimensions. Cognitively, parents understood the school's flagship program of integrating religious and

general education in a balanced manner. Affectively, parents expressed satisfaction and confidence in the school as a religious and high-quality educational institution. Conatively, parents fully supported the continuation of their children's education at MIN 4 and recommended the school to others.

The practical implications of this research are clear: to sustain and enhance positive parental perceptions, madrasahs must consistently uphold the quality of both their religious and general education programs. It is also crucial for madrasahs to strengthen communication strategies with parents, ensuring they gain a comprehensive understanding of all madrasah initiatives and offerings. Furthermore, continuous improvement of supporting learning facilities and infrastructure is essential. However, this study's findings should be interpreted within its limitations, as it involved a small sample of ten fifth-grade parents from a single public madrasah and utilized solely qualitative methods with a case study approach. Consequently, the results are specific to MIN 4 East Lampung and cannot be generalized to all elementary madrasahs in the broader East Lampung region.

REFERENCES

- Ardiansyah, A., & Arda, A. (2020). Peran Orang Tua Dalam Proses Belajar Anak Di Masa Pandemi Covid-19 Dalam Menumbuhkan Sikap Ilmiah (Studi Kasus Pada Siswa Usia 10-12 Tahun Pada Mata Pelajaran Ipa). *Musawa: Journal For Gender Studies*, 12(1), Article 1. <https://doi.org/10.24239/Msw.V12i1.592>
- Hadimu, D., & Rukhayati, R. (2021). Analisis Persepsi Keputusan Orang Tua Murid Memilih Jasa Pendidikan Sdit Al-Fahmi Palu: *Jurnal Kolaboratif Sains*, 4(11), Article 11. <https://doi.org/10.56338/Jks.V4i11.1990>
- Hollweck, T. (2015). Robert K. Yin. (2014). *Case Study Research Design And Methods (5th Ed.)*. *Canadian Journal Of Program Evaluation*, 30(1), 108–110. <https://doi.org/10.3138/Cjpe.30.1.108>
- Huda, M., & Purnomo, S. (2025).
- Inayati, N., Masithoh, A. D., & Mudlofir, A. (2024). Pengintegrasian Kurikulum Madrasah Diniyah Pada Sekolah Formal. *Potensia: Jurnal Kependidikan Islam*, 10(1), Article 1. <https://doi.org/10.24014/Potensia.V10i1.29911>
- Ismawaty, Q. (2023). Persepsi Orangtua Tentang Paud Dan Motivasi Menyekolahkan Anak Ke Lembaga Paud. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 4(1), Article 1. <https://doi.org/10.19105/Kiddo.V4i1.8397>
- Karsono, K., Purwanto, P., & Salman, A. M. B. (2021). Strategi Branding Dalam Meningkatkan Kepercayaan Masyarakat Terhadap Madrasah Tsanawiyah Negeri.

Jurnal Ilmiah Ekonomi Islam, 7(2), Article 2.
<https://doi.org/10.29040/jiei.v7i2.2649>

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Edition 3). Sage.

Min 4 Lampung Timur. (2024). <https://appmadrasah.kemenag.go.id/>.
<https://appmadrasah.kemenag.go.id/web/profiledetail?nsm=111118070004&provinsi=18&kota=1807&status=&akreditasi=&kategori=Bos>

Mu'minah, M., Namiroh, N., & Malihah, L. (2023). Peran Kepemimpinan Dalam Lembaga Pendidikan Agama Islam. *Tarbiyah Darussalam: Jurnal Ilmiah Kependidikan Dan Keagamaan*, 7(02), 75.
<https://doi.org/10.58791/tadrs.v7i02.358>

Robbins, S. P., Judge, T. A., & Judge, T. (2019). *Organizational Behavior*. Pearson.

Saputra, D. N., Listyaningrum, N., Leuhoe, Y. J. I., Apriani, Mp, D. A., Sp, & M.Pd, D. T. R. (2022). *Buku Ajar Metodologi Penelitian*. Feniks Muda Sejahtera.

Sugiyono. (2013). *Buku Metode Penelitian Sugiyono / Pdf*. Scribd.
<https://id.scribd.com/document/391327717/Buku-Metode-Penelitian-Sugiyono>

Wati, D. K., & Ridwan, A. (2024). Madrasah Diniyah Di Persimpangan Zaman: Analisis Sosial Tentang Penyusutan Peminat Di Era Kontemporer. *Social Studies In Education*, 2(2), Article 2. <https://doi.org/10.15642/sse.2024.2.2.93-106>

Yuniarsi, D. (2021). *Analisis Kepuasan Orang Tua Siswa Dalam Layanan Pendidikan Di Madrasah Ibtidaiyah Nurul Huda Kota Bengkulu* [Diploma, Iain Bengkulu].
<http://repository.iainbengkulu.ac.id/5552/>

Yusuf, M. (2023). Strategi Branding Image Dalam Mewujudkan Keunggulan Kompetitif Pada Lembaga Pendidikan Islam. *At-Tahsin : Jurnal Manajemen Pendidikan*, 3(2), Article 2. <https://doi.org/10.59106/attahsin.v3i2.143>