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THE INFLUENCE OF SCHOOL IMAGE, SCHOOL PROMOTION, AND QUALITY OF EDUCATION SERVICES ON THE DECISION TO CHOOSE PARENTS THROUGH RELIGIUSITY OF INTEGRATED ISLAMIC FIRST MIDDLE SCHOOL OF ABDURRAB AND IMAM SYAFII 2 KOTA PEKANBARU

Abstract: The purpose of this study was to determine the image of the school at SMP IT Imam Syafii 2 Pekanbaru City, school promotion at SMP IT Abdurrab Pekanbaru City, the quality of education services at SMP IT Abdurrab and Imam Syafii 2 Pekanbaru City, on the decision to choose an Integrated Islamic Junior High School through the religiosity of student parents. The research method uses quantitative methods. The population in this study were parents of SMP IT Abdurrab and Imam Syafii 2 Pekanbaru City students. The sample set at SMP IT Abdurrab is 75 and SMP IT Imam Syafii 2 Pekanbaru City is 85. The data collection method uses questionnaires and literature studies. The data analysis method used is Structural Equation Modeling and processed using WarpPLS 7.0 for Windows. The data analysis: Convergent Validity, Discriminant Validity, Reliability Indicator Reliability Test and Internal Consistency Reliability, Determination Coefficient Test, Fit Model and Quality Indexes, and Significance Test (t-Test). The results showed that school image had a significant effect on the religiosity of 0.439, school promotion had no significant effect on the religiosity of 0.123, quality of education services had a significant effect on the religiosity of 0.187, school image had a significant effect on the decision to choose by 0.278, school promotion has a significant effect on the decision of choosing by 0.181, the quality of educational services has a significant effect on decisions to choose a school of 0.285, religiosity has a significant effect on the decision to choose by 0.157, the image of the school has no significant effect on the decision to choose through religiosity of 0.069, school promotion has no significant effect on the decision to choose through religiosity is 0.019, and the quality of educational services has no significant effect on the decision to choose through religiosity of 0.029. Then be able to add variations to the research variables to see which variables are influential and which are not.

Key words: School Image, School Promotion, Education Service Quality, Religiosity, Parents Choosing Decision.

Language: English

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Introduction Background

Approaching the 21st century, there have been quite interesting changes regarding the trend of education in Indonesia. This is marked by the birth of Integrated Islamic Schools. In the late 1980s, Integrated Islamic Schools began to emerge. It was started by campus preaching activists who are members of the Campus Da'wah Institute (LDK) of the Bandung Institute of Technology (ITB), the University of Indonesia (UI), and several other well-known universities who are members of the Jamaah Tarbiyah community who have concerns about the condition of education in Indonesia. It is believed that the task of preparing young Muslim generations who are committed to da'wah is believed to be more efficient through education. In this context,

In the history of the development of the world of education in Indonesia, after the reformation in 1998, a new phenomenon emerged, namely the emergence of schools that used the term "Integrated Islam" in the form of IT TK (Integrated Islamic Kindergarten), IT SD (Integrated Islamic Elementary School), IT Middle School (Integrated Islamic Junior High School) and IT High School (Integrated Islamic Senior High School). This phenomenon is interesting, because twenty years ago, sending their children to Islamic schools was not the top priority for Muslim parents. But now, the Integrated Islamic School (SIT) has become a favorite in many places in Indonesia, starting from the Playgroup or Kindergarten level (KB

IT/TK IT), elementary education (SD IT), secondary (SMP IT), to above (SMA IT) (Rudianto, 2018).

And now, the Integrated Islamic School (SIT) has become a favorite in many places in Indonesia, starting from the Playgroup or Kindergarten level (KB IT/TK IT), elementary education (SD IT), secondary (SMP IT), to above (IT high school). The birth of the Integrated Islamic education system is still relatively young for a school. Integrated Islamic schools emerged in order to answer the problems that hit the learning process as part of education and teaching at that time, namely the existence of dualism in the education system, namely the modern education system which tended to be secular, and the religious system which tended to be traditional and difficult to develop (Rudianto, 2018).

Then, the establishment of the Integrated Islamic Schools was responded positively by the Muslim community. So many IT schools were established. To maintain quality and collaboration between IT schools, JSIT or the Integrated Islamic School Network was formed. The Integrated Islamic School Network (JSIT) was formed. Apart from being a forum for communication and collaboration between Integrated Islamic Schools, JSIT aims to maintain the quality of Integrated Islamic Schools. JSIT consists of Integrated Islamic Schools starting from kindergarten to high school (jsit-indonesia.com).

In Riau Province itself, especially in Pekanbaru City, many Integrated Islamic Schools have been established. The following is an attachment to the list of Integrated Islamic Schools in Pekanbaru City, Riau.

Table 1. Table of Integrated Islamic Schools in Pekanbaru City List of Integrated Islamic Schools in Pekanbaru City

No	Decree of Establishment	School name	Address	Ward	Subdistrict
1	01-08-2003	SMP IT Al-Ittihad	Jl. Tipe VI Komplek Masjid Al-Ittihad Tambusai	Lembah Damai	Rumbai Pesisir
12	13-06-2005	SMP IT Dar Al-Maarif	Jl.KH.Ahmad Dahlan No.98 A	Kampung Melayu	Sukajadi
23	21-06-2007	SMP IT Future Islamic School	Jl. Tuanku Tambusai Ujung	LabuhBaruBarat	Payung Sekaki
4	16-07-2007	SMP IT Al-Fityah	Jl. Swakarya Ujung RT 03 RW 04	Tuah Karya	Tampan
75	12-09-2008	SMP IT Al-Izhar School	Jl. HR. Subrantas Km 15	Tuah Karya	Tampan
16	01-07-2009	SMP IT Al-Hisa	Jl. Bukit Batu Lintas Timur	Sail	Tenayan Raya
17	01-01-2010	SMP IT Al-Ikhlas	Jl. Selamat	Tangkerang Timur	Tenayan Raya

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68	04-01-2010	SMP IT Abdurrab	Jl. Merak Sakti	Simpang Baru	Tampam
99	04-11-2010	SMP IT Az-Zuhra Islamic School	Jl. Ketitiran Panam	Simpang Baru	Tampam
210	05-12-2011	SMP IT Insan Utama	Jl. Handayani II No.88	Maharatu	Marpoyan Damai
111	15-03-2012	SMP IT Madani	Jl. Bangau Sakti,Gg. Pipit	Simpang Baru	Tampam
112	08-10-2013	SMP IT Aziziyyah	Jl. Cipta Karya	Tuah Karya	Tampam
213	21-10-2013	SMP IT Abdurrab Pekanbaru	Jl. Bakti	Sidomulyo Timur	Marpoyan Damai
114	10-11-2014	SMP IT Al-Hafit	Jl.BadakNo.10 Hang Buah Ujung	Sail	Tenayan Raya
215	09-12-2014	SMP IT Imam Syafii 2	Jl. Soekarno-Hatta	Perhentian Marpoyan	Marpoyan Damai
316	24-12-2014	SMP IT Imam An-Nawawi Pekanbaru	Jl. Marsan Sejahtera	Sidomulyo Barat	Tampam
117	11-03-2015	SMP IT Badrul Islam	Jl. Naga Sakti	Simpang Baru	Tampam
118	06-05-2015	SMP IT Al-Kindi Pekanbaru	Jl. Bukit Barisan II No.48	Tangerang Timur	Tenayan Raya
519	14-01-2016	SMP IT Raudhatur Rahmah	Jl. Pelita No.100	Sidomulyo Barat	Tampam
420	01-03-2016	SMP IT Insan Utama 2	Jl.Karya/Ikhlas No.224	Tuah Karya	Tampam
121	15-12-2016	SMP IT Bunayya Pekanbaru	Jl. Putra Panca Sel. Mintan	Simpang Tiga	Bukit Raya
222	29-03-2017	SMPITAl-Birru Pekanbaru	Jl. Pembina IV	Lembah Damai	Rumbai Pesisir
223	15-12-2017	SMP IT Arsyad Islamic School	Jl. Imam Munandar No.321	Tangerang Timur	Tenayan Raya
224	22-12-2017	SMP IT Al-Manar	Jl. Duyung Gg. Al-Manar No.11	Tangerang Barat	Marpoyan Damai
25	31-10-2018	SMP IT Masmur 2 School	Jl. Soekarno-Hatta No.14	Maharatu	Marpoyan Damai
826	23-05-2019	SMP IT Al-Andalus	Jl. Karyawan No.6	Sidomulyo Barat	Tampam
227	04-10-2019	SMP IT Al-Fikri Islamic Green School	Jl. Kereta Api Ujung	Tangerang Tengah	Marpoyan Damai
128	18-11-2019	SMP IT Rasyid Al-Faiz	Jl. Ikan Kelabau	Muara Fajar	Rumbai

Source: <https://reference.data.kemdikbud.go.id> and <https://dapo.dikdasmen.kemdikbud.go.id/>

The researcher wants to raise the theme of Integrated Islamic Junior High School because the growth rate of IT junior high schools in Pekanbaru City has increased significantly. The above illustrates that the enthusiasm of parents in sending their children to SMP IT is very high. In accordance with the explanation above, the researcher wants to try to examine more deeply the process of parental behavior in sending their children to Integrated Islamic-based Junior High Schools. Researchers in this case took two IT junior high schools in Pekanbaru City, namely Imam Syafii 2 IT Middle School and Abdurrab IT Middle School.

SMP IT Imam Syafii 2 Pekanbaru is under the auspices of the Imam Syafii Cendikia Riau

Foundation which was established in 2015. This school consists of Integrated Islamic-based Kindergarten, Elementary, Middle and High School levels, and all levels have been accredited by the National Accreditation Board and received an A rating (Very good). IT Imam Syafii 2 Middle School is located at Jalan Soekarno-Hatta, Perhentian Marpoyan Village, Marpoyan Damai District and this IT Middle School has pocketed the Establishment Decree from the Ministry of Education and Culture issued on December 9 2014. The following table presents the number of students at SMP IT Imam Syafii 2 Pekanbaru.

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Table 2. Table of SMP IT Imam Syafii 2 Pekanbaru

School name	Number of Students						Year Period
	Grade 7 students		Grade 8 students		Grade 9 students		
	L	P	L	P	L	P	
SMP IT Imam Syafii 2	29	51	0	4	0	0	2015
	39	34	28	50	0	5	2016
	106	47	41	35	28	53	2017
	107	49	108	49	40	34	2018
	115	56	105	48	108	49	2019
	128	54	109	54	100	44	2020
	110	45	120	49	107	55	2021

Source: Pekanbaru City Education Office

From the data table above, the reason the researcher chose SMP IT Imam Syafii 2 is because this school has experienced an increase in the number of students. As can be seen from the table above, SMP IT Imam Syafii 2 has experienced an increase in students from 2015-2020. The highest increase occurred in 2020 where new students who entered SMP IT totaled 115 students and 54 female students.

JUNIOR HIGH SCHOOL IT Abdurrah is under the Abdurrah Foundation which is engaged in Islamic education. Abdurrah IT Middle School offers integrated Islamic education and fosters student character through leadership activity and boarding programs.

This IT Middle School is located in the Delima sub-district, Tampan sub-district and is located at Jalan Lobak, Panam. This IT Middle School has obtained an Establishment Decree from the Ministry of Education and Culture which was issued on October 21, 2013. However, in 2018, Abdurrah IT Middle School has moved to a new school building which is located at Jl. Bakti, Sidomulyo Timur sub-district, Marpoyan Damai sub-district, Pekanbaru City. The following table presents the number of students JUNIOR HIGH SCHOOL IT Abdurrah Pekanbaru.

Table 3. Table of SMP IT Abdurrah Pekanbaru

School name	Number of Students						Year Period
	Grade 7 students		Grade 8 students		Grade 9 students		
	L	P	L	P	L	P	
Abdurrah Pekanbaru IT Middle School	13	13	6	12	7	11	2015
	20	33	12	14	6	12	2016
	30	29	21	30	12	14	2017
	84	54	27	33	19	30	2018
	96	43	45	70	31	28	2019
	22	20	96	43	45	70	2020
	39	33	22	20	96	43	2021

Source: Pekanbaru City Education Office

From the data table above it is illustrated that the number of IT Abdurrah Middle School students has increased significantly, except in 2020 when the world is experiencing the Covid-19 Pandemic. From the data

on the number of IT SMP students, researchers tried to examine several factors that might influence parents' decisions in choosing educational services for their children, namely School Promotion, Quality of

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Educational Services, Against Religiosity in Choosing Decisions. The purpose of this research is to get a broader perspective regarding parents' preferences in choosing IT SMP for their children at SMP IT Imam Syafii 2 and at SMP IT Abdurrah.

Formulation of the problem

Based on the background, the formulation of the problem can be formulated as follows:

1. What is the effect of school image on religiosity in Integrated Islamic Junior High Schools in Pekanbaru City?
2. What is the effect of school promotion on religiosity in Integrated Islamic Junior High Schools in Pekanbaru City?
3. What is the effect of the quality of education services on religiosity in Integrated Islamic Junior High Schools in Pekanbaru City?
4. What is the influence of the school's image on the decision to choose an Integrated Islamic Junior High School in Pekanbaru City?
5. What is the effect of school promotion on the decision to choose an Integrated Islamic Junior High School in Pekanbaru City?
6. What is the effect of the quality of education services on the decision to choose an Integrated Islamic Junior High School in Pekanbaru City?
7. What is the effect of religiosity on the decision to choose an Integrated Islamic Junior High School in Pekanbaru City?
8. What is the effect of school image on the decision to choose through religiosity in the Integrated Islamic Junior High School in Pekanbaru City?
9. What is the effect of school promotion on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City?
10. What is the effect of the quality of education services on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City?

Research purposes

In accordance with the background and formulation of the problem, the objectives of this study are:

1. To determine the effect of school image on religiosity in Integrated Islamic Junior High Schools in Pekanbaru City.
2. To determine the effect of school promotion on religiosity in Integrated Islamic Junior High Schools in Pekanbaru City.
3. To determine the effect of the quality of education services on religiosity in Integrated Islamic Junior High Schools in Pekanbaru City.
4. To find out the effect of school image on the decision to choose the Integrated Islamic Junior High School in Pekanbaru City.

5. To find out the effect of school promotion on the decision to choose an Integrated Islamic Junior High School in Pekanbaru City.
6. To determine the effect of the quality of education services on the decision to choose at the Integrated Islamic Junior High School in Pekanbaru City.
7. To determine the effect of religiosity on the decision to choose at the Integrated Islamic Junior High School in Pekanbaru City.
8. To find out the effect of school image on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City.
9. To find out the effect of school promotion on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City.
10. To find out the effect of the quality of education services on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City.

Literatur Review

Theoretical Framework

The definition of brand image according to Keller (1993) is the perception of the brand which is reflected in the brand association that is related to the attributes, benefits and attitudes towards the brand as a whole. In the school context, perceptions of school image are consumers' impressions of schools that are subjective and different for each individual.

Meanwhile, according to Kotler and Keller (2007) a brand is a product or service that adds dimensions in a certain way to differentiate it from other products or services designed to satisfy the same needs.

According to Wijaya (2012) promotion is a form of marketing communication, which is a marketing activity to disseminate information, influence, invite, and/or remind the target market about the organization and its products so that they are willing to accept, buy, and be loyal to the products offered by the organization concerned. Promotional activities not only function as a communication tool between companies and consumers, but also to influence consumers in using services according to their wants and needs.

According to Gusdiandika, et al (2012) promotion is communication carried out by marketers to inform, persuade and remind potential buyers about products or services to influence buyer opinions and obtain responses from buyers.

According to Priya, et al (2019). Promotion is an activity that aims to influence consumers so that they can recognize the products offered by the company to them and then they become happy and buy the product.

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Quality according to ISO 9000 in David Wijaya is "The degree achieved by inherent characteristics to meet the specified requirements. In this case, requirements are stated needs or expectations and are usually implied or required.

Perceived quality is the customer's perception related to the customer's personal assessment of product superiority (Zeithaml, 1988; Aaker, 1991). Quality ratings by consumers are often different because everyone has different perceptions in response to quality. Service quality is an assessment of each customer whether the service provided meets the expectations set (Czepiel, 1990), so that a service is called quality if it matches customer expectations (Donnelly, 1996). This indicates that quality is perceived as service performance perceived by customers.

On the other hand Tjiptono (2012) explains that service is doing something for other people. As a service, services generally reflect intangible products or specific industrial sectors, such as education, health, telecommunications, transportation, insurance, banking, hospitality, construction, trade, recreation, and so on. Service is everything that is done by certain parties (individuals or groups) to other parties (individuals or groups), for example customer service.

In everyday life we often make decisions. According to the most common understanding, a decision is a selection of two or more alternative choices. In other words, a consumer must have a choice between making a purchase or not making a purchase (Schiffman and Kanuk 2008).

Rational decision making is used in solving problems in consumer behavior. In making purchasing decisions, consumer activities that are both mental and physical will go through several stages in purchasing products including need recognition, information search, evaluation of alternatives, the buying process and post-purchase behavior (Misna Febriana Wahidah 2018).

1) *Problem recognition*(Confession of a Problem)

The buying process begins when the buyer recognizes a problem or need to be triggered by internal or external stimuli. With one internal stimulus a person's normal needs.

2) Information search

Interested consumers may or may not seek more information. If the consumer's drive is strong and a satisfying product is imminent, he or she may buy it

later. If not, the consumer can store the need in memory or perform a search for information related to the need.

3) Evaluation of alternatives

Evaluation of alternatives is how consumers process information to arrive at brand choices.

4) *Purchase decision*(Buying decision)

Generally, consumer purchasing decisions will buy the most preferred brand, but two factors can come between purchase intention and purchase decision.

5) *Postpurchase behavior*(Post Purchase Behavior)

After purchase, consumers may experience dissonance from seeing certain disquieting features or hearing good things about other brands and will be wary of information that supports their decision.

According to Anshori in Ghufron & Risnawati (2010) religion refers to formal aspects related to rules and obligations, while religiosity refers to religious aspects that have been internalized by someone in the heart. Ghufron & Risnawati further emphasized that religiosity is the level of individual attachment to their religion. If the individual has lived and internalized his religious teachings, then the religious teachings will influence all his actions and outlook on life. Religiosity is an institutionalized symbol, belief system, value system, and behavioral system, all of which are centered on issues that are internalized as the most meaningful (Glock and Stark, 1965 in Riptiono, 2018).

Religion or religiosity is something that is very important in human life. Religiosity or religiosity is manifested in various aspects of life. Religious activity does not only occur when a person performs ritual behavior (worship), but also when carrying out other activities driven by supernatural powers. Not only related to activities that are visible and visible to the eye, but also activities that are invisible and occur in one's heart. Religious attitude is a complex integration between religious knowledge, feelings and religious actions in a person. Religiosity can be seen from religious activities in daily life which are carried out routinely and consistently (Astogini, 2011). Religious teachings influence attitudes, motivations, perceptions,

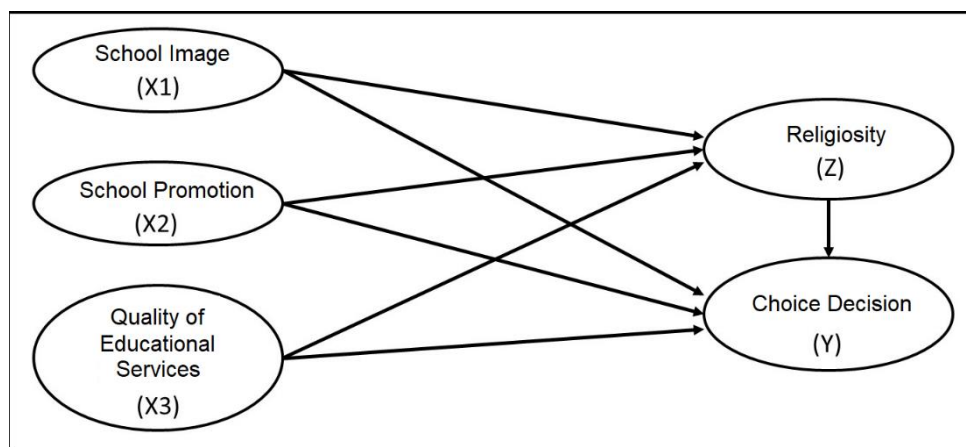
Research Model

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Picture 1.

Hypothesis

Based on the framework above, it can be drawn a temporary formulation or conjecture which is taken as a hypothesis as follows:

- H.1 It is suspected that there is an influence of school image on religiosity in the Integrated Islamic Junior High School in Pekanbaru City.
- H.2 It is suspected that there is an influence of school promotion on religiosity in Integrated Islamic Junior High Schools in Pekanbaru City.
- H.3 It is suspected that there is an influence of the quality of education services on religiosity in the Integrated Islamic Junior High School in Pekanbaru City.
- H.4 It is suspected that there is an influence on the school's image on the decision to choose the Integrated Islamic Junior High School in Pekanbaru City.
- H.5 It is suspected that there is an influence of school promotions on the decision to choose an Integrated Islamic Junior High School in Pekanbaru City.
- H.6 It is suspected that there is an influence on the quality of education services on the decision to choose an Integrated Islamic Junior High School in Pekanbaru City.
- H.7 It is suspected that there is an influence of religiosity on the decision to choose at the Integrated Islamic Junior High School in Pekanbaru City.
- H.8 It is suspected that there is an influence of the school's image on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City.
- H.9 It is suspected that there is an influence of school promotion on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City.
- H.10 It is suspected that there is an influence of the quality of education services on the decision to choose through religiosity at the Integrated Islamic Junior High School in Pekanbaru City.

Research Methods

Types and Research Methods

The research approach used is a quantitative approach. According to Sugiyono (2016) quantitative research is a method based on the philosophy of positivism that is used in certain populations and samples, the philosophy of positivism views phenomena as classifiable, observable, concrete, regular, and causal phenomena.

Primary data sources according to Sugiyono (2016) are data sources that directly provide data to data collectors. Primary data is information collected by researchers directly from the source. The primary data used in this study is data on the number of students and Integrated Islamic Junior High Schools (IT SMPs) that researchers obtained from the Pekanbaru City Education Office, Riau.

According to Sugiyono (2016) what is meant by secondary data is a source that does not directly provide data to data collectors. For example through other people or through documents. Sources of data were obtained from books, journals, data or information from previous studies related to this research.

The location of this research was at the Imam Syafii II Integrated Islamic Junior High School which is located at Jalan Soekarno-Hatta, Perhentian Marpoyan Village, Marpoyan Damai District, Pekanbaru City and Abdurrah Integrated Islamic Middle School which is located at Jl. Bakti, Sidomulyo Timur sub-district, Marpoyan Damai sub-district, Pekanbaru City.

According to Sugiyono (2016) The population is a generalization area consisting of; objects/subjects that have certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn. Based on the definition of the population above, the population in this study will be the Integrated Islamic Junior High School of Imam Syafii II and Abdurrah (Imam Syafii II and Abdurrah IT Middle School) Pekanbaru City.

According to Sugiyono (2016) The sample is part of the number and characteristics possessed by

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the population. In this study, the authors used a probability sampling technique where the sample of this study were parents who sent their children to Integrated Islamic Junior High Schools of Imam Syafii II and Abdurrah (Imam Syafii II and Abdurrah IT Middle Schools) Pekanbaru City.

Based on data on the number of students studying at SMP IT Imam Syafii 2 Pekanbaru City in 2021 obtained from the Administration of SMP IT Imam Syafii 2 Pekanbaru City totaling 486 students with a distribution of 155 students Class VII (seven), 169 students in Class VIII (eight) and 162 students in Class IX (nine). Furthermore, based on data on the number of students studying at SMP IT Abdurrah Kota Pekanbaru in 2021 obtained from the Administration of SMP IT Abdurrah Kota Pekanbaru totaling 253 students with a division of 72 students Class VII (seven), 42 students Class VIII (eight) and 139 students from Class IX (nine). Then by using the Slovin formula, it can be drawn how many samples will be used as research respondents, with the following formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample size

N = population size

e = Allowance for inaccuracy due to picking errors acceptable samples. For this study using a standard error of 10%.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{486}{1 + 486(10\%)^2}$$

$$n = \frac{486}{5,86}$$

$$n = 82,93$$

$$n = 83$$

So it can be concluded that in this research the number of respondents from SMP IT Imam Syafii 2 Pekanbaru City used was 84 respondents.

Then to determine the sample originating from SMP IT Abdurrah Pekanbaru City are as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample size

N = population size

e = Allowance for inaccuracy due to picking errors acceptable samples. For this study using a standard error of 10%.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{253}{1 + 253(10\%)^2}$$

$$n = \frac{253}{3,53}$$

$$n = 71,67$$

So it can be concluded that in this research the number of respondents used was 71.67 which was rounded up to 74 respondents.

Data collection technique

1. Questionnaire

According to Sugiyono (2016) Questionnaires are data collection techniques in the form of questions/statements given to respondents directly or sent by post, or the internet. This questionnaire was distributed using offline and online methods. Offline, namely by distributing hard copy questionnaires directly to respondents. While online, namely by spreading indirectly through the Google Form media.

2. Literature review

Literature study is a method of finding information from books and other sources relevant to the issues discussed in this study. This information search can be sourced from journals, books, and references related to research materials.

Measurement Scale

The measurement scale is a process in which a number or symbol is placed on the characteristics or properties of a stimulation according to predetermined rules or procedures (Ghazali, 2013). The measurement scale used in this study is the Likert scale.

In this study using a scale of 1-5 with the aim of moving respondents in giving ratings in the category of strongly disagree to strongly agree. Respondents who will be selected in this study are familiar with the numerical assessment of number 1 as the category strongly disagree (low) and 5 as the category strongly agree (highest). The rating scale up to 5 is used by respondents in terms of how good or bad something is. The following is a table of rating ranges on a Likert scale.

Table 4. Likert Scale

NO	STATEMENT	TA	A	DK	D	SD
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Information :

1. 1 = Strongly Disagree

2. 2 = Disagree

3. 3 = Don't know

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- 4. 4 = Agree
- 5. 5 = Totally Agree

Operational Concept Definition

Table 5. Operational Concept Definition

Variable	Variable Concept	Indicator	Scale
School Image (X1)	A brand is a product or service that adds dimensions in a way that differentiates it from other products or services designed to satisfy the same needs Kotler and Keller (2007). It can be concluded that brand image is an association/perception that arises in the minds of consumers when remembering a particular brand. Such associations can be conceptualized by type, support, strength, and uniqueness. These types of associations include attributes, benefits and attitudes (Shimp, 2003 in Suryani, 2018).	<ol style="list-style-type: none"> 1. school reputation 2. School popularity 3. School credibility 4. Professional guard <ol style="list-style-type: none"> 1. prestigious 2. Trust 3. Convenience 4. Influence Family, friends, and colleagues <ol style="list-style-type: none"> 1. Quality service 2. Adequate facilities and infrastructure 3. Competent graduates <i>(Suryani, 2018).</i>	Ordinal
School Promotion (X1)	According to Wijaya (2012) promotion is a form of marketing communication, which is a marketing activity to disseminate information, influence, persuade, and/or remind the target market about the organization and its products so that they are willing to accept, buy, and be loyal to the products offered by the organization concerned. (Khasanah, Fitriyatul (2020)).	<ol style="list-style-type: none"> 1. Sales Promotions 2. Live Marketing 3. Word of Mouth (WOM) <i>(Sari (2018))</i>	Ordinal
Quality of Education Services (X2)	Quality as a whole characteristic of goods and services that affect the ability to meet consumer needs and desires (Kotler, 2013). Thus it can be concluded that quality is a dynamic condition related to the nature of goods and services that meet or exceed customer expectations.	<ol style="list-style-type: none"> 1. Physical facilities, equipment, employees, and means of communication. 2. Ability to perform promised services accurately and satisfactorily. 3. The desire of staff and employees to help customers and provide responsive service. 4. Knowledge, ability, courtesy and trustworthiness of the staff, free from danger, risk and doubt. 5. Ease of doing relationships, good communication, personal attention, and understanding the needs of customers. <i>(Tjiptono, 2017)</i>	Ordinal
Religiosity (Z)	Religiosity is an institutionalized symbol, belief system, value system,	<ol style="list-style-type: none"> 1. Believe in Allah SWT. 2. Surrender to Allah SWT. 	Ordinal

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	and behavior system, all of which are centered on issues that are internalized as the most meaningful. (Riptiono, 2018)	<ol style="list-style-type: none"> 3. Believe in Angels, Apostles and Scriptures 4. Do something sincerely 5. Believe in God's fate <ol style="list-style-type: none"> 1. Always perform the five prayers in an orderly manner 2. Reciting Al-Qur'an 3. Do fasting and sunnah prayers according to the teachings of the apostle 4. Carrying out religious activities such as listening to religious lectures, doing da'wah, charity activities, giving alms and playing a role in religious activities <ol style="list-style-type: none"> 1. Be patient in facing trials 2. The feeling of always being grateful to Allah SWT. 3. Consider failure experienced as a disaster that has a silver lining (tawakkal) 4. Fear of breaking the rules and feeling the presence of God <ol style="list-style-type: none"> 1. Knowledge of religion by reading the holy book (Al-Qur'an) 2. Deepen religion by reading the holy book 3. Read religious books <ol style="list-style-type: none"> 1. Helpful behavior 2. Be honest and forgiving 3. Keep the mandate 4. Responsible for all actions taken and maintain the cleanliness of the environment (Glock and Stark in Ancok (2008)) 	
Voting Decision (Y)	Purchasing decision is the stage of the decision process where the actual consumer make product purchases. Consumers as the main actors in the buying process have always been the concern of producers. (Kotler and Armstrong (2012))	<ol style="list-style-type: none"> 1. Introduction of Needs 2. Information Search 3. Alternative Evaluation 4. Purchase decision 5. Post-Purchase Behavior (Kotler and Armstrong (2012)) 	Ordinal

Independent variables according to Sugiyono (2016) are variables that influence or cause changes or the emergence of the dependent (bound) variable. In this study, the independent variables were school image (X1), school promotion (X2), and quality of education services (X3).

The dependent variable or dependent variable is the variable that is affected or becomes the result because of the independent variables (Sugiyono, 2016). The dependent variable in this study is the decision to choose (Y).

According to Tuckman in Sugiyono's book (2015) states "An intervening variable is that factor that theoretically affects the observed phenomenon but cannot be seen, measured or manipulated." Intervening variables are variables that theoretically influence the relationship between the independent and dependent variables into an indirect relationship and cannot be observed and measured. The intervening variable in this study is religiosity (Z).

Data analysis technique

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The data analysis method used in this research is Structural Equation Modeling or Structural Equation Model using WarpPLS software. Structural Equation Modeling (SEM) is a combination of two separate statistical methods, namely factor analysis developed in psychology and psychometrics and simultaneous equation models developed in econometrics (Ghozali, 2011).

SEM can be described as an analysis that combines factor analysis approaches, structural models, and path analysis.

In accordance with the hypothesis that has been formulated, in this study statistical data analysis was measured by SEM-PLS using the WarpPLS (Partial Least Square) program starting from model measurement (outer model), model structure (inner model) and hypothesis testing.

1. Model Measurement (Data Quality Test)

Evaluation of the measurement model (outer model) is carried out to assess the reliability and validity of the indicators forming the latent construct (Ghozali & Latan, 2014:91). The measurement model (outer model) is used to test the common method bias, construct validity and instrument reliability (Latan & Ghozali, 2012:77; Sholihin & Ratmono, 2013:141), along with the explanation:

– Intended validity testing to test whether items/indicators representing latent constructs are valid or not in the sense that they can explain latent constructs to be measured. To test the validity in this study using construct validity which is divided into two, namely convergent and discriminant (Ghozali & Latan, 2014: 91). Convergent validity aims to test the correlation between items/indicators to measure constructs. In other words, convergent validity wants to confirm construct measurements (Ghozali & Latan, 2014:91). The convergent validity test of the reflexive indicator with the PLS program can be seen from the loading indicator or loading factor and the average variance extracted (AVE) which must be greater than 0.70 for confirmatory research and a loading factor value between 0.60-0.70 is still acceptable for exploratory research. While discriminant validity aims to test the items/indicators of the two constructs that are should not be highly correlated (Ghozali & Latan, 2014:91) where if the correlation of the construct with the measurement items is greater than the size of the other constructs, it will show that the latent construct predicts the size of the block better than the size of other blocks (Ghozali, 2014:40). Another way can also be seen from the value of the squared AVE must be greater than the correlation between latent constructs (Ghozali & Latan, 2014:95).

Reliability testing shows the accuracy, consistency and accuracy of a measuring instrument in making measurements (Hartono, 2008 in Abdillah & Jogiyanto, 2015: 196). There are 2 (two) criteria in measuring or evaluating reliability namely *reliability*

indicators and internal consistency reliability. Indicator reliability is the magnitude of the variance of the indicators/items to explain latent constructs. The parameter used to test the reliability of the criterion indicator reliability is Cronbach's alpha. The rule of thumb is cronbach's alpha > 0.70 for confirmatory research and cronbach's alpha > 0.60 is acceptable for exploratory research (Ghozali & Latan, 2014:93-95). Meanwhile, internal consistency reliability describes the estimation of reliability based on the average correlation between items in a test. The parameter used to test the reliability of the internal consistency reliability criteria is composite reliability. The rule of thumb is composite reliability > 0.70 for confirmatory research and composite reliability 0.60-0,

2. Structural Model Evaluation

The structural model (inner model) is a structural model for predicting the causality relationship between latent variables (Latan & Ghozali, 2012:77). PLS-SEM is only able to estimate recursive models, namely structural equation models that have only one causality relationship, while non-recursive models-*recrusivemust* use a covariance-based SEM program (Latan & Ghozali, 2012:151).

– Coefficient of Determination

The coefficient of determination uses R-squared or adjusted R² which shows what percentage of the endogenous construct/criterion variation can be explained by the construct that is hypothesized to influence it (exogenous/predictor). R-squared only exists for endogenous variables (Sholihin & Ratmono, 2013:62). R-square or adjusted R-square values ≤0.70 (strong model), ≤0.45 (moderate model) and ≤0.25 (weak model). The higher the R-squared indicates a good model, which means that the model predictors are better at explaining variance (Sholihin & Ratmono, 2013:62; Ghozali & Latan, 2014:98). It should be noted that the maximum limit for this value is 0.70 in the PLS context. If the value is greater than this limit, it is possible that the model will experience a collinearity problem (Kock & Lynn, 2012: 562 in Ghozali & Latan, 2014: 98).

– Fit models and Quality Indexes

To evaluate the fit model, several indicators of fit can be determined, namely:

- *Average path coefficient* (APC), average R-squared (ARS), average adjusted R-squared (AARS) which measures the average path coefficient, R-square and adjusted R-square values generated in the model. The P-value cut-off value for APC, ARS and AARS which is recommended as an indication of model fit is the P-value (≤0.05) with a significant level used is 5% (Kock, 2013: 48 in Ghozali & Latan, 2014: 101-102; Sholihin & Ratmono, 2013: 61).

- *Average variance inflation factor* (AVIF) and average full collinearity variance inflation factor (AFVIF) are two measures of model fit used to test the

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collinearity problem in the PLS fit model. AVIF and AFVIF values will increase if one latent variable for the model is added to it which will also add full collinearity or often called multicollinearity (vertical and lateral). Ideally the recommended values for both measures should be ≤ 3.3 assuming that most of the constructs/variables in the model are measured by two or more indicators (Kock, 2013:48 in Ghozali & Latan, 2014:102). AVIF and AFVIF as indicators of multicollinearity must be smaller than 5 (Sholihin & Ratmono, 2013:61).

- For overall fit index or quality indices can use the goodness of fit criteria developed by Tenenhaus et al., (2004: 740), which can be seen from the value of Tenenhaus GoF. Where if GoF small (GoF=0.10), GoF medium (GoF=0.25) and GoF large (GoF=0.36) (Latan & Ghozali, 2012: 88).

- Symson's paradox ratio*(SPR), which is an index measure that indicates a causality problem, so it is suggested to reverse the hypothesis (Pearl, 2009:174 in Ghozali & Latan, 2014:104). Ideally, this index should be equal to 1, which means that there is no Simpson's paradox problem in a model or an acceptable SPR value of ≥ 0.70 , which means 70% or more of the paths in the model are free of Simpson's paradox.

- R-squared contribution ratio*(RSCR) is an index to measure the expansion in which a model is free from a negative R-squared contribution. Ideally, this RSCR index should be equal to 1 which means that there is no negative R-squared contribution in a model or an acceptable RSCR value that is ≥ 0.90 which means that 90% or more of the paths in the model are not related to the R-squared contribution negative.

- Statistical suppression ratio*(SSR) is an index that measures the extent to which a model is free from statistical suppression effect problems. This suppression problem arises when a path coefficient has a large value compared to the correlation relationship with the path that connects the two variables. Similar to Simpson's paradox, statistical suppression may indicate a causality problem (Spirtes et al., 1993 in Ghozali & Latan, 2014: 105). The acceptable SSR value is ≥ 0.70 which means 70% or more of the path in the model is free from statistical suppression.

Nonlinear bivariate causality direction ratio(NLBCDR) is an index to measure the extent to

which bivariate non-linear coefficients of the relationship are supported for the hypothesis of a causal relationship in the model. An acceptable NLBCDR value is ≥ 0.70 which means that 70% or more of the paths related in the model support the reverse hypothesis of a weak causality relationship.

3. Hypothesis test

After carrying out various evaluations, both the outer model and the inner model, we then carry out hypothesis testing. Hypothesis testing is used to explain the direction of the relationship between the independent variable and the dependent variable. This test was carried out by means of SEM technical analysis. SEM techniques can simultaneously test complex structural models, so that the results of path analysis can be known in a single regression analysis. The results of the correlation between constructs are measured by looking at the path coefficients and their level of significance which is then compared with the research hypothesis. A hypothesis can be accepted or rejected statistically, the level of significance can be calculated. The significance level used in this study is 5%. If the significant level chosen is 5% then the significance level or confidence level is 0.05 to reject a hypothesis. In this study there is a 5% probability of making a wrong decision and a 95% probability of making a correct decision. If the p-value ≥ 0.05 , then H_0 is accepted and H_a is rejected. However, if the p-value < 0.05 , then H_0 is rejected and H_a is accepted.

Result and Discussion

Convergent Validity

Convergent validity aims to test the correlation between items/indicators to measure constructs. In other words, convergent validity wants to confirm construct measurements. Testing the validity of the reflexive convergent indicator with the WarpPLS 7.0 program can be seen from the loading factor and average variance extracted (AVE). Testing the convergent validity of reflexive indicators with the PLS program can be seen from the indicator loading or loading factor must be greater than 0.70 for confirmatory research and a loading factor value between 0.60-0.70 is still acceptable for exploratory research (Ghozali & Latan, 2014:91). While the value of the average variance extracted (AVE) obtained in excess of 0.5 means that all indicators of each construct are valid (Ghazali & Latan, 2015: 155).

Table 6. Convergent Validity

Variable	Indicator	loading	Decision
School Image	CS1	0.422	Invalid
	CS2	0.405	Invalid
	CS3	0.628	Valid
	CS4	0.781	Valid
	CS5	0.844	Valid

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Variable	Indicator	loading	Decision
	CS6	0.815	Valid
	CS7	0.704	Valid
	CS8	0.417	Invalid
	CS9	0.740	Valid
	CS10	0.832	Valid
	CS11	0.424	Invalid
School Promotion	PS1	0.961	Valid
	PS2	0.379	Invalid
	PS3	0.954	Valid
Quality of Education Services	KLP1	0.765	Valid
	KLP2	0.609	Valid
	KLP3	0.874	Valid
	KLP4	0.812	Valid
Religiosity	R1	0.720	Valid
	R2	0.649	Valid
	R3	0.578	Invalid
	R4	0.675	Valid
	R5	0.635	Valid
	R6	0.714	Valid
	R7	0.744	Valid
	R8	0.566	Invalid
	R9	0.477	Invalid
	R10	0.736	Valid
	R11	0.769	Valid
	R12	0.749	Valid
	R13	0.708	Valid
	R14	0.641	Valid
	R15	0.764	Valid
	R16	0.573	Invalid
	R17	0.798	Valid
	R18	0.784	Valid
	R19	0.740	Valid
	R20	0.645	Valid
The Decision to Choose a School	KM1	0.881	Valid
	KM2	0.860	Valid
	KM3	0.256	Invalid
	KM4	0.817	Valid
	KM5	0.824	Valid

Source: WarpPLS 7.0 Data Processing Results (2021)

From the results above it can be seen that there is a loading indicator value or a construct loading factor that is less than 0.6 which means that the

indicator is not valid. For this reason, a modification of the model was carried out by removing these indicators, and the following results were obtained:

Table 7.

Variable	Indicator	loading	Decision	AVE
School Image	CS3	0.710	Valid	0.617
	CS4	0.773	Valid	
	CS5	0.878	Valid	
	CS6	0.830	Valid	
	CS7	0.673	Valid	
	CS9	0.780	Valid	
	CS10	0.832	Valid	

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Variable	Indicator	loading	Decision	AVE
School Promotion	PS1	0.975	Valid	0.950
	PS3	0.975	Valid	
Quality of Education Services	KLP1	0.765	Valid	0.595
	KLP2	0.609	Valid	
	KLP3	0.874	Valid	
	KLP4	0.812	Valid	
Religiosity	R1	0.711	Valid	0.525
	R2	0.659	Valid	
	R4	0.658	Valid	
	R5	0.637	Valid	
	R6	0.714	Valid	
	R7	0.734	Valid	
	R10	0.728	Valid	
	R11	0.765	Valid	
	R12	0.751	Valid	
	R13	0.73	Valid	
	R14	0.656	Valid	
	R15	0.773	Valid	
	R17	0.820	Valid	
	R18	0.808	Valid	
R19	0.761	Valid		
R20	0.651	Valid		
The Decision to Choose a School	KM1	0.890	Valid	0.721
	KM2	0.855	Valid	
	KM4	0.823	Valid	
	KM5	0.826	Valid	

Source: WarpPLS 7.0 Data Processing Results (2021)

After modifying the model, the loading indicator value or loading factor construct for each variable is above 0.6. Then also obtained an average variance extracted (AVE) value above 0.50 which means that all the reflective indicators above have a correlation with the construct variable. This explains that all indicators in the variable construct meet the convergent validity requirements.

Discriminant Validity

Discriminant validity aims to test the items/indicators of the two constructs that are should not be highly correlated (Ghozali & Latan, 2014:91). *discriminant validity* from the measurement model with reflective indicators assessed based on

cross loading measurements with constructs and square roots (square roots) average variance extracted (AVE).

In the measurement of discriminant cross loading validity. If the correlation between the construct and the measurement item is greater than the size of the other constructs, it will indicate that the latent construct predicts the size of the block better than the size of the other blocks. To see the results of the discriminant validity test by comparing the correlation values of fellow indicators in one construct with other variables, it can be seen by looking at the following cross loading values:

Table 8. Discrimination Validity

Indicator	School Image	School Promotion	Quality of Education Services	Religiosity	The Decision to Choose a School
CS3	0.710	0.434	-0.157	0.240	-0.030
CS4	0.773	-0.095	0.007	-0.014	0.094
CS5	0.878	-0.045	-0.040	-0.017	0.113
CS6	0.830	-0.089	-0.003	-0.036	-0.035
CS7	0.673	-0.232	0.139	-0.164	-0.014
CS9	0.780	0.154	0.154	0.029	-0.143

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Indicator	School Image	School Promotion	Quality of Education Services	Religiosity	The Decision to Choose a School
CS10	0.832	-0.102	-0.084	-0.032	0.000
PS1	0.055	0.975	-0.006	-0.025	-0.013
PS3	-0.055	0.975	0.006	0.025	0.013
KLP1	-0.088	0.000	0.765	0.059	-0.137
KLP2	0.170	0.015	0.609	0.015	0.304
KLP3	-0.055	-0.029	0.874	0.036	0.049
KLP4	0.014	0.021	0.812	-0.105	-0.152
R1	-0.222	-0.081	0.122	0.711	-0.132
R2	0.021	-0.220	0.078	0.659	0.035
R4	-0.072	-0.177	0.012	0.658	-0.072
R5	-0.117	-0.151	0.166	0.637	-0.023
R6	-0.115	-0.083	0.019	0.714	-0.116
R7	-0.212	-0.044	0.021	0.734	-0.138
R10	0.201	0.043	-0.101	0.728	-0.068
R11	-0.120	0.048	-0.048	0.765	0.030
R12	0.158	-0.126	-0.035	0.751	0.064
R13	-0.058	0.146	-0.105	0.730	0.213
R14	-0.217	0.262	-0.117	0.656	0.189
R15	-0.003	0.074	0.045	0.773	0.071
R17	0.176	-0.035	-0.033	0.820	0.065
R18	0.182	0.050	0.091	0.808	-0.093
R19	0.253	0.096	-0.016	0.761	-0.074
R20	0.051	0.175	-0.094	0.651	0.059
KM1	-0.062	0.010	-0.041	0.053	0.890
KM2	0.055	0.055	0.088	-0.078	0.855
KM4	-0.069	-0.028	-0.021	-0.002	0.823
KM5	0.078	-0.039	-0.026	0.026	0.826

Source: WarpPLS 7.0 Data Processing Results (2021)

Based on the results above canseenthat the correlation value of all indicators from each construct has a high correlation with the construct variable. This explains that all indicators in each construct variable meet the discriminant validity requirements.

While discriminant validity is based on the Average Variance Extracted (AVE) Square Roots method, vgood discriminant validity is shown from the square root of AVE greater than the correlation

between latent constructs in the model, meaning that the value of the square root of AVE > than the correlationbetween latent construct. Results discriminant validity test withsquare roots (square roots) average variance extracted (AVE) comparecorrelation valuediagonal column and bracketed, must be higher than the correlation between latent variables in the same column (above or below).

Table 9.

Variable	School Image	School Promotion	Quality of Education Services	Religiosity	The Decision to Choose a School
School Image	0.785	0.127	0.338	0.445	0.478

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School Promotion	0.127	0.975	0.285	0.207	0.358
Quality of Education Services	0.338	0.285	0.771	0.303	0.462
Religiosity	0.445	0.207	0.303	0.724	0.384
The Decision to Choose a School	0.478	0.358	0.462	0.384	0.849

Source: WarpPLS 7.0 Data Processing Results (2021)

In daitas results can be seenmarksquare rooton the AVE along the diagonal line the greater the correlation between one construct and anotherso it can be concluded that the construct has a good level of validity.

Reliability indicators that ismagnitudevariance of indicators/items to explain latent constructs. The results of the reliability test with the reliability indicator criteria can be seen in the Cronbach's alpha table.

Reliability Test Indicator Reliability

Table 10. Cronbrach’s Alpha Table

	School Image	School Promotion	Quality of Education Services	Religiosity	The Decision to Choose a School
Cronbach's Alpha Coefficients	0.895	0.948	0.766	0.939	0.871

Source: WarpPLS 7.0 Data Processing Results (2021)

In the table above you can see all the values ofcronbach's alphas the research construct variable is locatedabove 0.70.This explains that all construct variables meet the reliability requirements.

Internal consistency reliability describes an estimate of reliability based on the average correlation between items in a test. The results of the reliability test with internal consistency reliability criteria can be seen in the composite reliability table.

Internal Consistency Reliability Test

Table 11. Composite Reliability

	School Image	School Promotion	Quality of Education Services	Religiosity	The Decision to Choose a School
Composite Reliability Coefficients	0.918	0.975	0.852	0.946	0.912

Source: WarpPLS 7.0 Data Processing Results (2021)

In Table 4.15 it can be seen that all values ofcomposite reliabilityconstruct variables research variablesabove 0.70.This explains that all construct variables meet the reliability requirements.

The coefficient of determination uses R-squared which shows what percentage of the endogenous construct/criterion variation can be explained by the construct that is hypothesized to influence it (exogenous/predictor). R-squared exists only for endogenous variables.

Determination Coefficient Test

Table 12. R-squared

Structure Models	Religiosity	The Decision to Choose a School
R-squared coefficients	0.309	0.401
Adjusted R-squared coefficients	0.296	0.386

Source: WarpPLS 7.0 Data Processing Results (2021)

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From the table above it can be obtained that the R Square value of the religiosity variable is 0.309. This means that 30.9% of the religiosity variable is influenced by school image, school promotion and quality of education services. Then the Adjusted R Square value for the decision variable to choose a school is 0.386. This means that 38.6% of the variable

the decision to choose a school is influenced by school image, school promotion, quality of education services and religiosity.

Fit models and Quality Indexes

To evaluate the model fit and quality index, the following indicators can be determined:

Table 13.

Average path coefficient (APC)=0.236, P<0.001
Average R-squared (ARS)=0.355, P<0.001
Average adjusted R-squared (AARS)=0.341, P<0.001
Average block VIF (AVIF)=1.194, acceptable if <= 5, ideally <= 3.3
Average full collinearity VIF (AFVIF)=1.398, acceptable if <= 5, ideally <= 3.3
Tenenhaus GoF (GoF)=0.492, small >= 0.1, medium >= 0.25, large >= 0.36
Sympson's paradox ratio (SPR)=1.000, acceptable if >= 0.7, ideally = 1
R-squared contribution ratio (RSCR)=1,000, acceptable if >= 0.9, ideally = 1
Statistical suppression ratio (SSR)=1.000, acceptable if >= 0.7
Nonlinear bivariate causality direction ratio (NLBCDR)=1.000, acceptable if >= 0.7

Source: WarpPLS 7.0 Data Processing Results (2021)

In the table 13 above it can be seen that the average path coefficient (APC) is 0.236 with a p-value <0.001, the average R-squared (ARS) is 0.355 with a p-value <0.001, the average adjusted R-squared (AARS) is 0.341 with a p-value < 0.001, this means that the research model has a good fit.

Then obtained the value of the average variance inflation factor (AVIF) of 1.194 and the average full collinearity variance inflation factor (AFVIF) of 1.398 <3.3, which means that there is no multicollinearity problem between indicators and between exogenous variables. Furthermore, the tenenhaus goodness of fit value was 0.492 > 0.36 which indicated that the predictive power of the model was large or the fit model was very good.

To evaluate the quality indexes, the Symson's paradox ratio (SPR) index is 1.000 > 0.70 (ideal), the R-squared contribution ratio (RSCR) is 1,000 > 0.90 (ideal), the statistical suppression ratio (SSR) is 1,000 > 0.70 (ideal) and the nonlinear bivariate causality direction ratio (NLBCDR) value is 1.000 > 0.70 which means that the indices have no causality problem in the model.

Hypothesis testing

This test is carried out using the t test (t-test) on each path of influence between variables. A variable is declared influential if it gets a p value <0.05. From the tests performed, the following results were obtained:

Table 14. t test

Influence	Path Coefficients	P values	Decision
School Image → Religiosity	0.439	<0.001	Significant
School Promotion → Religiosity	0.123	0.058	Not significant
Quality of Education Services → Religiosity	0.187	0.008	Significant
School Image → Decision to Choose a School	0.278	<0.001	Significant
School Promotion → School Selection Decision	0.181	0.010	Significant
Quality of Education Services → Decision to Choose a School	0.285	<0.001	Significant
Religiosity → The Decision to Choose a School	0.157	0.021	Significant
School Image → Religiosity → Decision to Choose a School	0.069	0.107	Not significant
School Promotion → Religiosity → Decision to Choose a School	0.019	0.365	Not significant
Quality of Education Services → Religiosity → Decision to Choose a School	0.029	0.300	Not significant

Source: Data Processing Results (2021)

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Conclusion

1. School Image → Religiosity

Obtainedmark *path coefficients* of 0.439, which means that for every 1 unit increase in school image, it will increase religiosity by 0.439 and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* < 0.001 which means that the image of the schoolsignificant effect on religiosity.

2. School Promotion → Religiosity

Obtainedmark *path coefficients* of 0.123, which means that for every increase in school promotion by 1 unit, it will increase religiosity by 0.123 and vice versa assuming other variables are constant. Then obtainedmar *k.p.svalue* 0.058 > 0.05 which means that there is no school promotionsignificant effect on religiosity.

3. Quality of Education Services → Religiosity

Obtainedmark *path coefficients* equal to 0.187, which means that for every increase in the quality of education services by 1 unit, it will increase religiosity by 0.187 and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* 0.008 < 0.05 which means that the quality of education servicessignificant effect on religiosity.

4. School Image → Decision to Choose a School

Obtainedmark *path coefficients* of 0.278, which means that for every 1 unit increase in school image, it will increase the decision to choose a school by 0.278 and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* < 0.001 which means that the image of the schoolsignificant effect on the decision to choose a school.

5. School Promotion → School Selection Decision

Obtainedmark *path coefficients* of 0.181, which means that for every increase in school promotion by 1 unit, it will increase the decision to choose a school by 0.181 and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* 0.010 < 0.05 which means that school promotionsignificant effect on the decision to choose a school.

6. Quality of Education Services → Decision to Choose a School

Obtainedmark *path coefficients* equal to 0.285, which means that for every increase in the quality of

education services by 1 unit, it will increase the decision to choose a school by 0.285 and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* < 0.001 which means that the quality of education servicessignificant effect on the decision to choose a school.

7. Religiosity → The Decision to Choose a School

Obtainedmark *path coefficients* of 0.157 which means every increasereligiosityby 1 unit, it will increase the decision to choose a school by 0.157 and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* 0.021 < 0.05 which means thatreligiositysignificant effect on the decision to choose a school.

8. School Image → Religiosity → Decision to Choose a School

Obtainedmark *path coefficients* of 0.069, which means that for every 1 unit increase in school image, it will increase the decision to choose a school by 0.069 which is mediated by religiosity and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* 0.107 > 0.05 which means that religiosity does not mediate the influence of school imageon the decision to choose a school.

9. School Promotion → Religiosity → Decision to Choose a School

Obtainedmark *path coefficients* of 0.019, which means that for every increase in school promotion by 1 unit, it will increase the decision to choose a school by 0.019 which is mediated by religiosity and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* 0.365 > 0.05 which means that religiosity does not mediate the influence of school promotionson the decision to choose a school.

10. Quality of Education Services → Religiosity → Decision to Choose a School

Obtainedmark *path coefficients* of 0.029 which means every increasequality of educational servicesby 1 unit, it will increase the decision to choose a school by 0.029 which is mediated by religiosity and vice versa assuming other variables are constant. Then obtainedmark *p.svalue* 0.300 > 0.05 which means that religiosity does not mediate influencequality of educational serviceson the decision to choose a school.

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