

The influence of family environment on schooling decisions through the perception of muslim students as an intervening variable at Santo Yoseph Junior High School, Denpasar, Bali

Jumari^{a.1,*}, Rusmayani^{b.2}, Nikita Rachmawati Pabela^{c.3}.

^{*abc} Sekolah Tinggi Agama Islam Denpasar, Indonesia.

^{*1} jumari.staidenpasar@gmail.com; ^{*2} rusmayani.staidenpasar@gmail.com; ^{*3} nikitarachmawatipabela@gmail.com.

^{*}Rusmayani

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ABSTRACT

Ideally, Muslim students choose schools that can support academic development while simultaneously shaping religious character in accordance with Islamic values. However, over the past five years, an interesting phenomenon has occurred at Santo Yoseph Junior High School in Denpasar, a private Catholic-based school: a significant increase in the number of Muslim students enrolling and attending. This phenomenon indicates a shift in educational preferences that is no longer entirely based on formal religiosity aspects but also involves other considerations, such as the family environment and students' perceptions of the school. This study aims to analyze descriptive statistics and test the structural model of family environment, Muslim students' perceptions, and schooling decisions, as well as to test and explain the direct and indirect influence of the family environment on schooling decisions through the perception of Muslim students as an intervening variable. The research method used is quantitative ex post facto, conducted on all Muslim students at Santo Yoseph Junior High School Denpasar. The data collection instrument used was a questionnaire. Data analysis was performed using the SEM-PLS test. The results show that: 1) Descriptively, the variables of family environment, Muslim students' perception, and schooling decision are in the good/high category; 2) The structural model is empirically proven and has good predictive relevance with a Q^2 value > 0 at a p value of 0.000; 3) There is a positive and significant direct influence of the family environment on Muslim students' perception; 4) There is a positive and significant direct influence of Muslim students' perception on the schooling decision; 5) There is a positive and significant direct influence of the family environment on the schooling decision; 6) There is a positive and significant indirect influence of the family environment on the schooling decision at Santo Yoseph Junior High School Denpasar through Muslim students' perception.

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Introduction

School selection is a critical decision that affects students' academic development, character, and future (Subianto, 2024). In Islam, this decision-making process should involve family deliberation and trust in God (tawakal), as mentioned in Q.S. Āli 'Imrān verse 159. A Hadith of the Prophet Muhammad (SAW) (Narrated by Bukhari and Muslim) also emphasizes the central role of parents in shaping a child's identity and values, including in the context of education. Decision-making theory in education also positions students as active agents whose rights and aspirations need to be considered, as their involvement can enhance motivation and responsibility for the choices made (Susetyarini et al., 2021; Hermansyah, 2022). Therefore, choosing to study in an environment that simultaneously supports academic excellence and strengthens religious identity is often considered an ideal choice. However, field realities show complex and counter-intuitive dynamics.

Data from Santo Yoseph Junior High School Denpasar, a private Catholic school, shows a consistent and significant increasing trend in the number of enrolled Muslim students for five consecutive years, from 46 students in 2020 to 71 students in 2024. This empirical phenomenon indicates a shift in preferences and mindset that is no longer entirely aligned with normative-theoretical expectations. According to Suryani and Sudarwanto (2023), such decisions are influenced by the interaction of multiple factors, including internal factors such as student perception and personality, and external factors such as family environment, school reputation, and facility considerations. The existence of this phenomenon creates an urgent research gap, namely the discrepancy between normative theoretical expectations and empirical reality regarding the role of the Muslim family environment in guiding educational choices.

This research was born to address this academic concern by adopting a structural equation modeling approach. This study seeks to determine: The descriptive statistics of the family environment, Muslim students' perception, and schooling decisions at Santo Yoseph Junior High School Denpasar; The empirical proof of the structural model of the influence of family environment and Muslim students' perception on schooling decisions at Santo Yoseph Junior High School Denpasar; The positive and significant direct influence of the family environment on Muslim students' perception; The positive and significant direct influence of Muslim students' perception on the schooling decision at Santo Yoseph Junior High School Denpasar; The positive and significant direct influence of the family environment on the schooling decision at Santo Yoseph Junior High School Denpasar; The positive and significant indirect influence of the family environment on the schooling decision at Santo Yoseph Junior High School Denpasar through Muslim students' perception.

Decision-Making Theory

This study is based on decision-making theory, which emphasizes that the decision to attend school is a complex and systematic cognitive process. Suryani and Sudarwanto (2024) state that the schooling decision results from careful consideration of various interrelated factors. This theory aligns with the opinion of Narti et al. (2024), who state that decision-making involves a systematic approach to problems, fact-gathering, and evaluation of alternatives. Sinaga (2024) further explains that decision-making is a cognitive process that results in the selection of a belief or action among several alternative options.

Family Environment Theory

According to Abdullah & Sari (2022), the family environment functions as a microsystem that influences educational decisions through various dimensions. Indonesian Muslim families consider factors of religiosity, Islamic values, and compatibility with religious identity when choosing schools. Their research shows that Muslim parents tend to choose schools that can maintain Islamic values while providing quality academic education. Al-Ghazali & Rahman (2022) developed the concept of Islamic parenting, which emphasizes the role of the family in shaping children's educational motivation in multicultural contexts. This theory emphasizes the importance of parenting based on Islamic values in shaping children's perceptions and educational decisions. The family acts as a mediator between religious values and the demands of modern education. Eccles & Wigfield (2020), in their developmental theory, emphasize that values developed within the family influence children's educational expectations and motivation. The family environment creates "situated expectancies" that shape children's perceptions about the importance of education and the choice of specific schools. Khasanah & Widyastuti (2023) show that democratic parenting in the family plays an important role in developing adolescents' decision-making abilities. Families that apply democratic parenting tend to produce children who are capable of making mature and informed educational decisions.

Perception Theory

This study uses perception theory developed by experts such as Walgito, Rakhmat, and Suharman. This theory explains that perception is the process of organizing and interpreting stimuli received by individuals so that they become meaningful. According to Walgito (2010), perception is an integrated activity within an individual that produces different responses depending on individual attention. Rakhmat (1996) emphasizes that perception is the observation of an object carried out by inferring information and interpreting messages. Suharman (2005) adds that perception involves three important aspects: sensory recording, pattern recognition, and attention.

Method

This research uses a quantitative approach. The type of research used is ex-post facto. This research is causal explanatory research that explains the relationship or influence of one variable on another. The data type in this study is quantitative, in the form of numbers or figures that can be measured or counted.

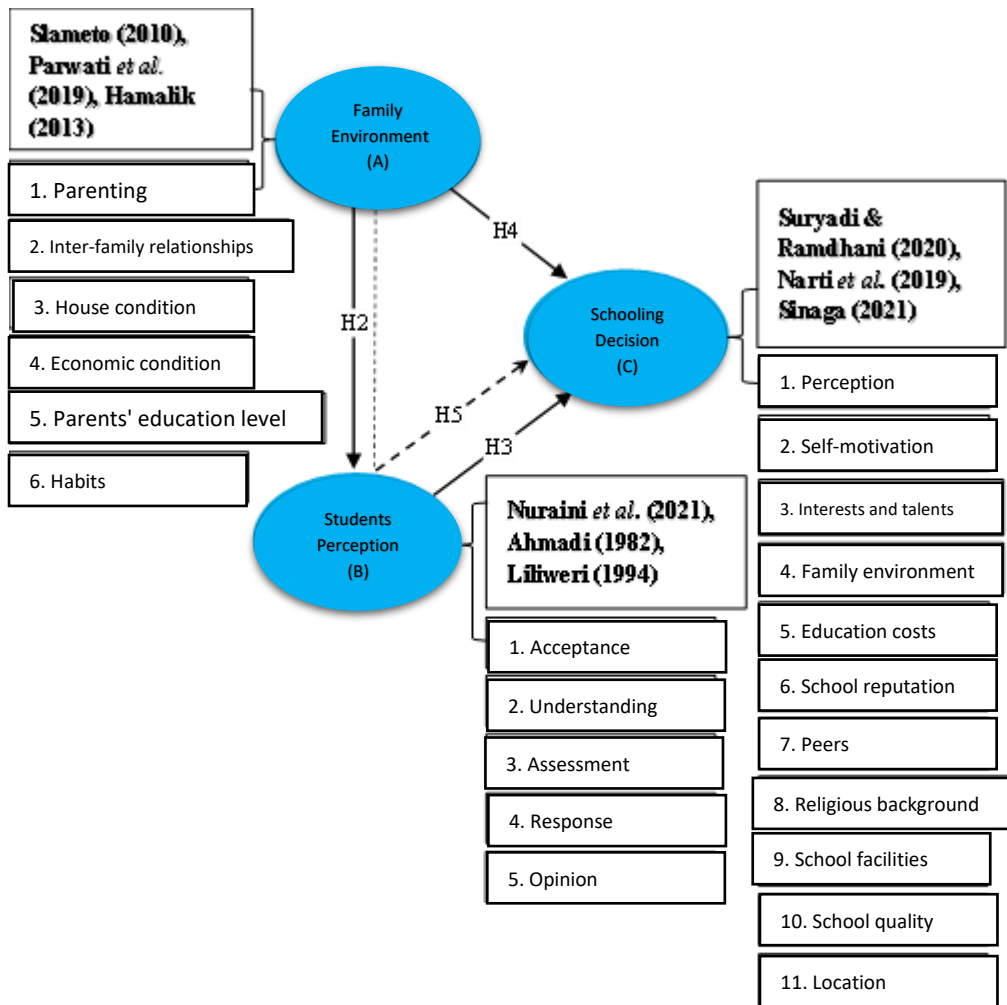
The research was conducted at Santo Yoseph Junior High School Denpasar. The selection of the research location was based on several considerations, such as easy access and its relevance to the research title focusing on the influence of the family environment on schooling decisions through the perception of Muslim students as an intervening variable at Santo Yoseph Junior High School Denpasar. According to Prof. Poppy Yaniawati, determining sample size can be done with four formulations: table formulation, expert formulation, statistical formulation, and special formulation (Yaniawati, 2024). The sample determination in this study used the expert formulation, namely using the opinion of expert Suharsimi Arikunto (Arikunto, 2012). Therefore, this study used a saturated sampling technique, where the researcher used the entire population of 71 Muslim students.

This research uses quantitative descriptive analysis methods and Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the help of SmartPLS V. 4.1.1.3 software. There are 4 latent variables in this study, consisting of 2 exogenous latent variables and 2 endogenous latent variables. The exogenous variables in this study include family environment and Muslim students' perception. Meanwhile, the endogenous variable in this study is the schooling

decision. The variable of student perception, besides being an exogenous variable, also acts as an intervening variable. To measure the variables of family environment, student perception, and schooling decision, a questionnaire with a 4-point Likert scale was used.

The variable indicators and research hypotheses can be seen more clearly in the conceptual framework below:

Figure 1.1: Conceptual Framework and Hypotheses



Information:

→ : There is a direct influence

-----> : There is an indirect influence

H1 : The structural model of the influence of the family environment on the schooling decision through Muslim students' perception is empirically proven.

H2 : The direct influence of the family environment on Muslim students' perception

H3 : The direct influence of Muslim students' perception on the schooling decision.

H4 : The direct influence of the family environment on the schooling decision.

H5 : The indirect influence of the family environment on the schooling decision through Muslim students' perception.

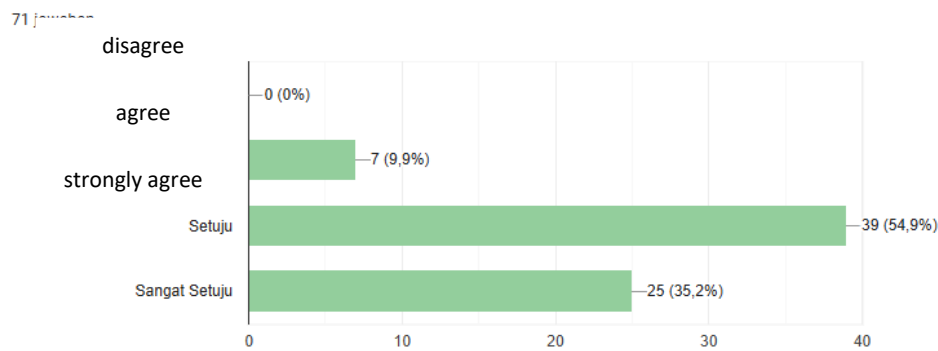
Results

Description of Respondent Data

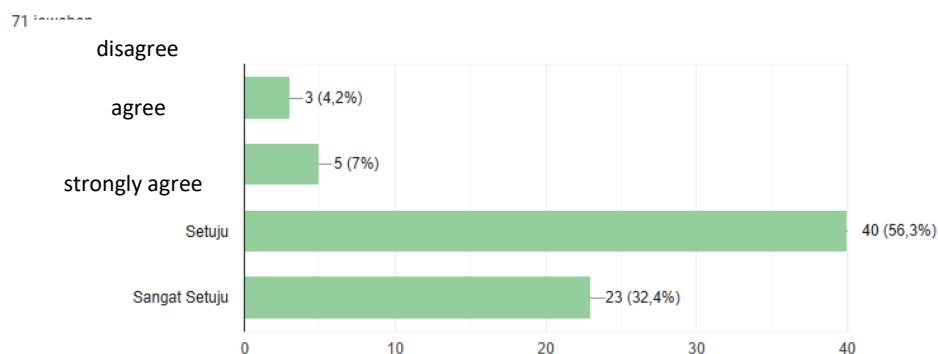
Research on 71 Muslim students at Santo Yoseph Junior High School Denpasar shows that their parents generally have a high educational background, which is related to the family environment variable. The following is a description of respondent data measured through the following two questionnaire items:

Figure 1.2: Percentage of Respondent Answers based on Questionnaire Items No. 17 and No. 18

The two diagrams above clearly show that the educational level of the parents of



Muslim students' perception of the family environment variable, is a very dominant factor. About



90% of respondents (Agree + Strongly Agree) acknowledge that their parents' education contributes to the quality of educational advice they provide. Nearly 89% of respondents (Agree + Strongly Agree) feel real support from their highly educated parents to choose to study at Santo Yoseph Junior High School Denpasar. This proves that the family environment variable, in this case, the parents' education level, has a very strong and positive correlation with the respondents' perceptions and decisions.

Descriptive Statistics of Variables

Descriptive statistical analysis was conducted to determine the characteristics and respondents' perception of each statement in the questionnaire. All variables were described using the mean value. Data processing in this case was carried out using the SmartPLS application. Based on the processing results, it is known that the mean value of the family environment variable is 3.24 (good criteria), student perception is 3.27 (very good criteria), and the schooling decision is 3.13 (good criteria). Based on this, it can be concluded that students at the research locus have a good family environment, have a very good perception,

and on average, Muslim students' decision to study at the research locus is influenced by many factors assessed as good.

Structural Equation Model (SEM)

The process to obtain a model that fits the data at the research location was carried out through 4 rounds of SEM testing. This process includes testing the validity and reliability of the manifest/indicator variables by looking at the outer loadings values. Testing was conducted until values meeting the criteria were obtained and the resulting SEM model was fit or appropriate, as shown in the following figure:

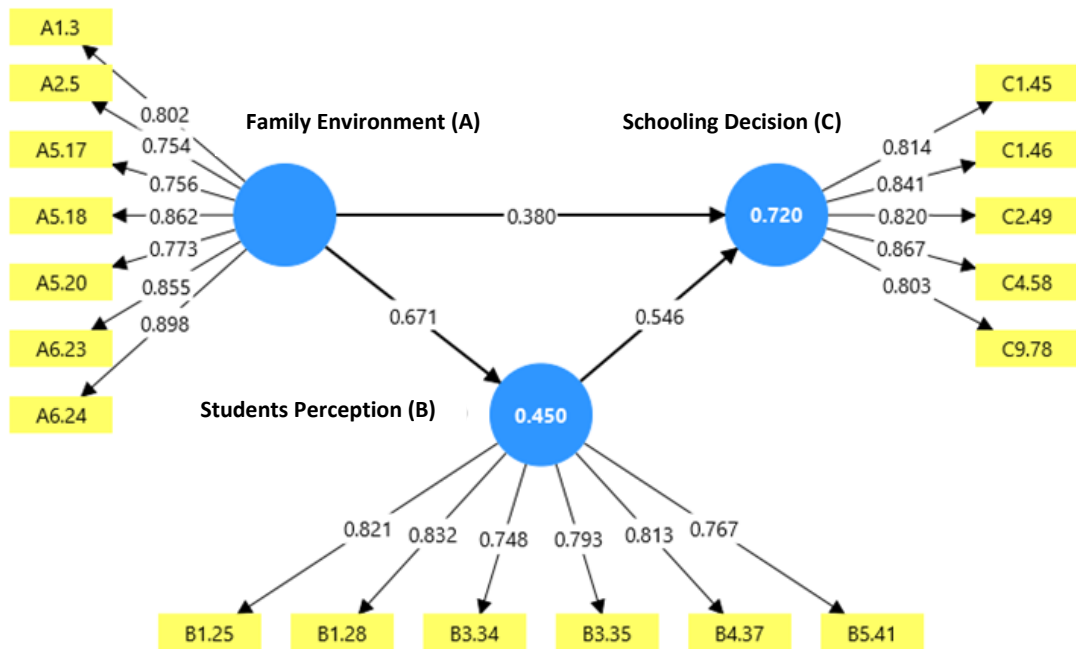


Figure 1.3: SEM-4 Diagram (Final)

Thus, the SEM model above is a model that has been empirically tested or a model that fits the data at the research location, where all its variables have been validated and are reliable according to the criteria. For convergent validity, an acceptable and considered valid value is an outer loadings value above 0.7 (Hair et al., 2019).

In addition to looking at the outer loadings values, it is also necessary to know the GoF values which can be seen from the SRMR, d_ULS, and d_G values to determine whether the obtained data fits the model or not. These values can be seen in the table below:

Table 1.1: Model Fit

| Criteria | Model | Original Sample (O) | Sample Mean (M) | 95% Confidence Interval |
|----------|-----------------|---------------------|-----------------|-------------------------|
| SRMR | Saturated Model | 0.084 | 0.068 | 0.085 |
| | Estimated Model | 0.084 | 0.068 | 0.085 |
| d_ULS | Saturated Model | 1.205 | 0.803 | 1.237 |
| | Estimated Model | 1.205 | 0.803 | 1.237 |

| | | | | |
|-----|-----------------|-------|-------|-------|
| d_G | Saturated Model | 0.763 | 0.792 | 1.246 |
| | Estimated Model | 0.763 | 0.792 | 1.246 |

Based on the table above, it can be seen that the values above already meet the criteria, namely the SRMR value is at 0.084, which means the model falls into the standard category. The d_ULS value is at 1.205, which has met the criteria. Similarly, the d_G value is at 0.763. Thus, all assessment aspects have met the ideal criteria, so the research data is declared as the model most suitable for the research locus.

The Q-Square value also needs to be known to see if the model has good predictive capability. The results of the Q-Square analysis can be seen in the table below:

Table 1.2: Q Square Value (Predictive Relevance)

| Latent Variable | Q ² predict | RMSE | MAE |
|------------------------|------------------------|-------|-------|
| Schooling Decision (C) | 0.530 | 0.719 | 0.490 |
| Student Perception (B) | 0.412 | 0.798 | 0.614 |

The Q-Square criterion is that if the value is > 0, the model has predictive relevance, whereas if the value is < 0, the model does not have predictive relevance. Based on the table above, the Q-Square values for the Student Perception variable (0.412) and Schooling Decision variable (0.530) have met the existing criteria, so it can be stated that they have good predictive relevance because the resulting Q² value is > 0.

Direct and Indirect Influence Between Variables

In this study, there are 3 direct influences that must be known. To determine whether there is a direct influence or not, it can be seen through the Path Coefficients output as in the table below:

Table 1.3: Path Coefficients (Direct Influence)

| Hypothesis No. | Variable | Path Coefficients | T Statistics | P Values |
|----------------|--|-------------------|--------------|----------|
| 2 | Family Environment (A) -> Student Perception (B) | 0.671 | 8.632 | 0.000 |
| 3 | Student Perception (B) -> Schooling Decision (C) | 0.546 | 5.383 | 0.000 |
| 4 | Family Environment (A) -> Schooling Decision (C) | 0.380 | 3.346 | 0.001 |

Basically, path coefficients have values ranging from -1 to 1. A value of 0–1 indicates a positive relationship, while -1–0 indicates a negative relationship. Thus, if the coefficient is negative, an increase in the exogenous variable will be followed by a decrease in the endogenous variable, so the direction of influence is opposite.

1. The relationship between family environment and student perception is a direct relationship with a coefficient value of 0.671 and a p-value of 0.000 (0.000 < 0.05). This can be interpreted that every one-unit increase in the family environment variable will have a positive and significant effect on student perception by 67.1%.
2. The relationship between student perception and schooling decision is a direct relationship with a coefficient value of 0.546 and a p-value of 0.000 (0.000 < 0.05). This

can be interpreted that every one-unit increase in the student perception variable will have a positive and significant effect on the schooling decision by 54.6%.

3. The relationship between family environment and schooling decision is a direct relationship with a coefficient value of 0.380 and a p-value of 0.001 ($0.001 < 0.05$). This can be interpreted that every one-unit increase in the family environment variable will have a positive and significant effect on the schooling decision by 38.0%.

This study has 1 indirect influence that must be known. To determine whether there is an indirect influence between these variables, it can be seen through the Specific Indirect Effects output as in the table below:

Table 1.4: Specific Indirect Effects (Indirect Influence)

| Hypothesis No. | Variable | Specific Indirect Effects | T Statistics | P Values |
|----------------|--|---------------------------|--------------|----------|
| 5 | Family Environment (A) -> Student Perception (B) -> Schooling Decision (C) | 0.366 | 4.227 | 0.000 |

The Specific Indirect Effects results show the indirect relationship between latent variables in the SEM model. The details of these results are as follows:

1. The relationship between family environment and schooling decision through student perception has a coefficient value of 0.366 and a p-value of 0.000 ($0.000 < 0.05$). This can be interpreted that the family environment variable has a positive and significant effect on the schooling decision when mediated by student perception, with an effect size of 36.6%.

Discussion

The discussion of this research focuses on analyzing the influence of the family environment on the schooling decision through the perception of Muslim students as an intervening variable. Based on the analysis results, the researcher elaborates on the hypothesis findings as follows:

1. **Descriptive statistics of family environment, Muslim students' perception, and schooling decision at Santo Yoseph Junior High School Denpasar**

Based on the SmartPLS data processing results, it is known that the mean value of the family environment variable is 3.24, which falls into the good category. The mean value of the student perception variable is 3.27, which falls into the very good category. Then, the mean value of the schooling decision variable is 3.13, also falling into the good category. It can be concluded that Muslim students at Santo Yoseph Junior High School Denpasar have a good family environment, a very good perception, and a good schooling decision as well.

2. **The structural model of the influence of family environment and Muslim students' perception on the schooling decision at Santo Yoseph Junior High School Denpasar is empirically proven (Hypothesis 1)**

The structural model can be empirically proven and has good predictive relevance with a Q^2 value > 0 . Testing the SEM model to find the model most suitable for the data was carried out through a process of validity and reliability viewed based on outer loadings values, which was done 4 times.

3. The direct influence of family environment on Muslim students' perception (Hypothesis 2)

The analysis results show that the path coefficient value for the influence of family environment on Muslim students' perception is 0.671 with a t-statistic of 8.632 and a p-value of 0.000. Based on these values, it can be concluded that the family environment variable has a positive and significant influence on Muslim students' perception. This result indicates that every one-unit increase in the family environment variable significantly increases Muslim students' perception by 67.1%, while the remaining 32.9% is influenced by other factors not examined. This finding reinforces the theory proposed by Eccles & Wigfield, that values developed within the family influence children's educational expectations and motivation. The family environment creates "situated expectancies" that shape children's perceptions about the importance of education and the choice of specific schools (Eccles & Wigfield, 2020). This finding is consistent with the research of Krisbiyanto and Nadhifah, which states that external factors (such as family support) influence students' perceptions of the school's image (Krisbiyanto and Nadhifah, 2022). Thus, the better the family environment, the more positive the perception of Muslim students.

4. The direct influence of Muslim students' perception on the schooling decision (Hypothesis 3)

The analysis results show that the path coefficient value for the influence of Muslim students' perception on the schooling decision is 0.546 with a t-statistic of 5.383 and a p-value of 0.000. Based on these values, it can be concluded that the variable of Muslim students' perception has a positive and significant influence on the schooling decision. This means that every one-unit increase in the Muslim students' perception variable significantly increases the schooling decision by 54.6%, while the remaining 45.4% is influenced by other factors not examined. This finding is consistent with the foundation of perception theory explained by experts and strengthens previous research that examined the role of perception in the context of education. This research finding directly supports the definition of perception according to Rakhmat, who emphasizes that perception is the process of organizing, interpreting, and giving meaning to stimuli (Rakhmat, 1996). This process aligns with the theory of Nuraini et al., and Ahmadi, who state that perception involves stages of reception, understanding, and assessment that are individual (Nuraini et al., 2019; Ahmadi, 1982). Nurhakim and Tafsiruddin found that promotion and facilities influence the decision with a determination of 61.3%. This research finding complements their results by showing that student perception (which includes assessment of facilities and promotion) becomes a mediator that explains why those external factors have an influence (Nurhakim and Tafsiruddin, 2024). Furthermore, the remaining 38.7% of unexplained factors in Nurhakim and Tafsiruddin's research can be partially explained by the family environment variable in this study. Thus, the more positive the perception of Muslim students, the stronger their decision to study at Santo Yoseph Junior High School Denpasar.

5. The direct influence of family environment on the schooling decision (Hypothesis 4)

The analysis results show that the path coefficient value for the influence of family environment on the schooling decision is 0.380 with a t-statistic of 3.346 and a p-value of 0.001. Based on these values, it can be concluded that the family environment variable has a positive

and significant influence on the schooling decision. This result shows that every one-unit increase in the family environment variable significantly increases the schooling decision by 38%, while the remaining 62% is influenced by other factors not examined. This finding strengthens the opinions of Semiawan and Hasbullah that the family environment not only influences perception but also directly influences children's educational decisions (Semiawan, 2002; Hasbullah, 2015). This is proven by findings stating that family factors (such as economic conditions) influence the schooling decision (Sumarti et al., 2023). Thus, the better the family environment, the stronger the decision of Muslim students to study at Santo Yoseph Junior High School Denpasar.

6. The indirect influence of family environment on the schooling decision through Muslim students' perception (Hypothesis 5)

The analysis results show that the coefficient value for the indirect influence of family environment on the schooling decision through Muslim students' perception is 0.366, so it can be said that this relationship has a positive influence when mediated by Muslim students' perception. Looking at the p-value which is less than 0.05 ($0.000 < 0.05$), it can be concluded that the family environment has a significant influence on the schooling decision when mediated by Muslim students' perception. This indicates that about 36.6% of the schooling decision is influenced by a good family environment through the positive perception of Muslim students significantly, while the remaining 63.4% is influenced by other factors not examined. Therefore, it can be said that the variable of Muslim students' perception is able to mediate the relationship between family environment and the schooling decision.

The family environment indirectly influences the schooling decision, but this is done through the process of perception formed in the students first. This finding reinforces Slameto's theory which states that the family environment not only has a direct influence but also an indirect one through the formation of the child's perception. Slameto emphasizes that the family is the first environment that shapes the way a child views the world (perception), and this perception becomes the basis for making the schooling decision (Slameto, 2010). This finding is in line with the research of Nurhakim and Tafsiruddin which states that 38.7% of factors outside their model (promotion and facilities) influence the schooling decision. This research addresses that gap by revealing that student perception mediated by the family environment is a key factor that was not previously explored (Nurhakim and Tafsiruddin, 2024). Furthermore, this finding deepens the research of Krisbiyanto and Nadhifah on school image by showing that school image does not directly influence the decision but is processed through student perception shaped by the family environment (Krisbiyanto and Nadhifah, 2022).

Conclusion

This study concludes that: Descriptively, the mean value of the family environment variable is 3.24, the student perception variable is 3.27, and the schooling decision variable is 3.13. Thus, it is concluded that Muslim students at Santo Yoseph Junior High School Denpasar have a good family environment, a very good perception, and a good schooling decision as well; The structural model can be empirically proven and has good predictive relevance with a Q^2 value > 0 . Testing the SEM model to find the model most suitable for the data was carried out through a process of validity and reliability viewed based on outer loadings values, which was done 4 times (Hypothesis 1); There is a positive and significant direct influence of the family environment on Muslim students' perception, proven by a path coefficient value of 0.671, t-statistic of 8.632, and ρ value of 0.000 ($0.000 < 0.05$). This shows the family environment significantly influences Muslim students' perception by 67.1% (Hypothesis 2); There is a

positive and significant direct influence of Muslim students' perception on the schooling decision, proven by a path coefficient value of 0.546, t-statistic of 5.383, and ρ value of 0.000 ($0.000 < 0.05$). This shows Muslim students' perception significantly influences the schooling decision by 54.6% (Hypothesis 3); There is a positive and significant direct influence of the family environment on the schooling decision, proven by a path coefficient value of 0.380, t-statistic of 3.346, and ρ value of 0.001 ($0.001 < 0.05$). This shows the family environment significantly influences the schooling decision by 38% (Hypothesis 4); There is a positive and significant indirect influence of the family environment on the schooling decision through Muslim students' perception, proven by a path coefficient value of 0.366 and ρ value of 0.000 ($0.000 < 0.05$). This shows that the family environment significantly influences the schooling decision by 36.6% when mediated by Muslim students' perception (Hypothesis 5). This proves that the family environment not only influences the schooling decision directly but also indirectly by shaping student perception first.

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