

Survey of Parents Perceptions of School Reputation: A Study at SD Muhammadiyah Sapen Yogyakarta

Dessy Puspita Purnamasari^{✉1}, Herwin¹ & Wuri Wuryandani¹

¹ Primary School Teacher Education Study Program, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

✉ dessypuspita.2024@student.uny.ac.id

Abstract. The background of this study is based on the increasing competition among educational institutions and the importance of school reputation in building public trust. This study aims to analyze parents' perceptions of school reputation at SD Muhammadiyah Sapen Yogyakarta. Using a quantitative approach and survey design, this study involved parents as respondents who assessed several dimensions of school reputation, including teacher quality, facilities, parent involvement, communication, and religious values. Data were collected using a Likert scale questionnaire and analyzed descriptively to determine the level of parental satisfaction with various aspects of school performance. The results show that parents have a very positive perception of the school's reputation, with teacher exemplarity and service quality as the dominant factors. More than 70% of respondents rated teacher professionalism as "very satisfactory," and more than 80% expressed satisfaction with the school's administrative and information services. High levels of satisfaction were also recorded for indicators such as school facilities, learning comfort, communication services, administration, and extracurricular activities. This study confirms that a school's reputation is built not only through academic achievement but also through moral integrity, effective communication, a supportive learning environment, and strong parental involvement. In addition, religious values and a conducive learning environment were identified as important elements that strengthen the school's public image. The results of this study are expected to serve as a reference for schools in maintaining a positive reputation and for future researchers in developing studies on educational reputation and parental trust.

Keywords: School reputation; Parental perceptions; Service quality; Teacher role models; Extracurricular activities

1. Introduction

Basic education plays a strategic role in shaping children's intelligence, character, and social skills. In the global context, competition among educational institutions is increasingly fierce, both at the public and private school levels. School reputation is often a key indicator that parents consider when choosing a school for their children (Restarie et al., 2024). A good reputation is not only related to student academic achievement but also to service quality, facilities, and a conducive learning environment (Fitriyana et al., 2022).

In Indonesia, the emergence of religious-based and national plus private schools has increased the variety of choices for parents. This requires schools to continue to maintain a positive reputation by improving the quality of teachers, infrastructure, and educational support activities (Mushtaq et al., 2021). Furthermore, the reputation of a school is believed to be closely related to the level of public trust, parent satisfaction, and the sustainability of the educational institution itself (Nugroho & Sari, 2024).

In this study, religiosity is conceptualized not merely as a contextual attribute of the school, but as a core dimension of institutional reputation that shapes parental trust and perception. Religious values are embedded in teacher behavior, curriculum orientation, and school culture, thereby functioning as a reputational asset rather than an external characteristic.

SD Muhammadiyah Sapen Yogyakarta is a private elementary school known for its high reputation in both academic and religious aspects. This phenomenon warrants further study,

particularly how parents perceptions of the school's reputation are formed. By understanding parents perceptions, schools can formulate communication strategies, strengthen quality, and enhance competitiveness in the context of basic education. While previous studies have examined parental satisfaction, service quality, and school choice determinants in various contexts, most research treats school reputation as a general outcome of service performance without integrating religious values as a structural dimension of institutional reputation. This study offers a conceptual contribution by extending institutional reputation theory in the context of faith-based elementary education. Specifically, it proposes that in religious-based schools, reputation is not only constructed through academic achievement and service quality, but also through teacher moral exemplarity and institutionalized religious values that function as symbolic capital in building parental trust. Therefore, this research does not merely provide contextual evidence from SD Muhammadiyah Sapen Yogyakarta, but contributes to refining the conceptual model of school reputation by incorporating religiosity and teacher role modeling as core dimensions within the reputation–trust–perception framework.

1.1. Problem Statement

One of the main problems in education today is the gap between parents expectations of schools and the reality of the services provided. Parents generally want schools with a good reputation that can guarantee academic quality, character building, and a comfortable learning environment (Kurniawan & Lestari, 2022). However, not all schools are able to meet these standards, which often leads to differences in perception between schools and parents.

This situation is exacerbated by increasing competition between schools, especially private schools, which must be able to maintain a positive image amid fierce competition. Factors such as teacher quality, facilities, religious values, and communication with parents are often in the spotlight (Yusuf & Anshori, 2023). If schools fail to maintain their reputation, there is a risk of reduced public trust and a decline in the number of applicants (Nuraini & Rahmawati, 2021).

Therefore, it is important to conduct research that specifically measures parents perceptions of school reputation. The results of this study are expected to provide a clear picture of the factors that parents consider important in assessing school reputation, so that schools can design more targeted strategies to maintain public trust and loyalty.

1.2. Related Research

Much research has been conducted on parents perceptions of school choice. Restarie et al. (2024), through a systematic literature review, confirmed that service quality, education costs, and school environment are the main considerations in parents decisions. This is in line with the study by Fitriyana et al. (2022), which found that location, facilities, and school reputation were the dominant reasons for parents choosing elementary schools in Bukit Cermin. At the international level, Mushtaq et al. (2021) showed that in Pakistan, parents consider social status, cost, and teacher quality when choosing schools for their children.

In addition, the aspect of parental satisfaction has also been widely studied. Nugroho & Sari (2024) found that the quality of educational services contributes significantly to parental satisfaction and loyalty in private secondary schools. Kurniawan & Lestari (2022) emphasize that parental satisfaction can be used as an indicator of school quality, while Yusuf & Anshori (2023) affirm the same in the context of madrasahs. Research by Andriani & Putra (2021) in the context of early childhood education also shows that parental satisfaction is directly related to the quality of services received.

Other studies highlight parents reputation and trust. Nuraini & Rahmawati (2021) emphasize the importance of school communication with parents to build trust. Yuliyanti et al. (2025) found that the socioeconomic status of families influences perceptions of private schools. Rahmah & Hidayat (2023) highlight parents' decision-making in Riau, which is influenced by school reputation. Susanto & Widodo (2022) examine parents' perceptions of early English education in Indonesia, while Muthalib & Supriyadi (2022) show that teacher quality and parental support influence learning outcomes. Thus, this study is novel because it focuses on SD Muhammadiyah Sapen Yogyakarta as a leading school with a strong academic and religious reputation.

1.3. Research Objectives

This study aims to explore parents' perceptions of the reputation of SD Muhammadiyah Sapen Yogyakarta. The focus of the study is on factors that influence these perceptions, such as academic quality, facilities, religious values, teacher interaction, and the learning environment. Thus, this study seeks to provide a comprehensive picture of aspects of school reputation from the parents' perspective.

The results of this study are expected to provide practical contributions to the school in maintaining and improving its reputation, as well as academic contributions by enriching the literature related to parental perceptions in the context of primary education. This study is also expected to serve as a reference for other schools to understand the importance of reputation in maintaining public trust and increasing competitiveness in the world of education.

2. Theoretical Framework

2.1. Conceptual Model

The theoretical framework in this study is based on the concept of school reputation as the main variable that influences parents' perceptions. School reputation is defined as the image or view of the community regarding the quality of a school based on its achievements, services, and experiences offered (Fombrun & Shanley, 1990). In the context of basic education, reputation encompasses not only academic success, but also non-academic excellence, facilities, and the values upheld by the school. A good reputation can increase the attractiveness of a school and strengthen public trust. Therefore, school reputation is an important basis for examining parental perceptions.

The second concept that supports this study is parental perception. Parental perceptions are the result of parents cognitive, affective, and evaluative processes regarding the information they obtain about schools (Kotler & Keller, 2016). Factors such as personal experience, information from the media, and recommendations from the social environment influence the formation of these perceptions. In the context of school selection, parental perceptions play a role in determining the decision to enroll children in a particular school. Thus, understanding parental perceptions is key to knowing how a school's reputation is received and evaluated.

In addition to reputation and perception, this theoretical framework also includes the theory of educational service quality. According to Parasuraman, Zeithaml, and Berry (1988), service quality is determined by the dimensions of tangibles, reliability, responsiveness, assurance, and empathy. In the context of schools, these dimensions include physical facilities, consistency of teachers in teaching, ability to respond to student needs, sense of security, and attention to individual student needs. Good educational service quality will strengthen the school's reputation and improve parents' perceptions. Therefore, this concept is the basis for measuring the factors that influence parental assessment.

This theoretical framework also refers to social trust theory. According to Coleman (1988), trust is formed from mutually beneficial social relationships between the parties involved. In the world of education, parents' trust in schools is greatly influenced by the school's consistency in meeting academic and non-academic expectations. If schools are able to demonstrate credibility, integrity, and sustainable quality, then the level of parental trust will be higher. This ultimately strengthens the school's reputation and encourages parental loyalty. This theory is relevant to explain the relationship between reputation, trust, and perception.

The theoretical framework in this study refers to the concept of institutional reputation, which is described by Fombrun (2019) as the collective perception of the community regarding the quality, credibility, and performance of an organization consistently over time. In the context of schools, reputation is not built on just one aspect, but is an accumulation of public perceptions of various educational service indicators. This study examines seven key indicators that play a role in building school reputation, namely: school facilities, learning comfort, information services, administrative services, teacher role models, parent participation, and extracurricular activities.

The indicators of school facilities and learning comfort are supported by learning environment theory, which states that the quality of infrastructure and learning conditions affect students learning experiences and parents perceptions of school quality (Fraser, 2018). Adequate facilities and a comfortable learning environment increase safety, learning effectiveness, and parental trust in the school.

The indicators of information services and administrative services are related to the service quality theory (SERVQUAL) developed by Zeithaml, Bitner, and Gremler (2020). This theory explains that responsive, accurate, transparent, and communicative services will increase the satisfaction and trust of service users, including parents of students. In the school context, communication of school programs, fast administrative services, and easy access to information are important parts of reputation building.

Teacher exemplarity indicators are related to the theory of teacher professionalism, which emphasizes that the integrity, ethics, behavior, and pedagogical quality of teachers play a major role in shaping the image of the school (Day & Gu, 2019). Teachers who demonstrate good character, positive communication, and high professionalism not only build positive relationships with students but also increase parents' trust in the school.

Parent participation indicators refer to the family involvement model in education (Epstein, 2018), which emphasizes that active collaboration between schools and families strengthens social bonds, increases parent satisfaction, and contributes to the reputation of the institution. Involvement in school activities, regular communication, and opportunities for collaboration are important factors that shape positive perceptions.

Finally, extracurricular indicators are supported by holistic education theory, which emphasizes the development of various aspects of children's potential. The availability and quality of extracurricular activities reflect the school's commitment to building students character, talents, and creativity. This directly contributes to the school's reputation in the eyes of parents who want their children to develop holistically (Roeser et al., 2020).

Based on the integration of institutional reputation theory, service quality theory (SERVQUAL), social trust theory, and parental involvement models, this study proposes an integrated conceptual framework. In this model, educational service quality (facilities, administration, information services), teacher professionalism (role modeling), and parental participation function as structural antecedents of school reputation. Religious values are positioned as both a core dimension of institutional identity and a reinforcing mechanism that strengthens social trust. School reputation then shapes parental perceptions and satisfaction, which in turn contribute to sustained institutional trust.

Overall, this theoretical review explains that a school's reputation is built on a combination of academic, non-academic, relational, and moral factors. The seven indicators examined in this study have a strong theoretical basis and complement each other in explaining how parents' perceptions of the reputation of SD Muhammadiyah Sapen Yogyakarta are formed. This can also provide a theoretical contribution to expanding the literature on educational management and school image. In addition, this theoretical framework forms the basis for data analysis in future research.

2.2. Operational Definitions of Indicators

To clarify how the theoretical dimensions are translated into measurable constructs, Table 1 presents the operational definitions of the seven school reputation indicators together with representative questionnaire items.

Table 1. Operational Definitions of School Reputation Indicators

Indicator	Operational Definition	Example Item
School Facilities	Adequacy of infrastructure and learning tools	The school provides adequate classrooms and facilities.

Indicator	Operational Definition	Example Item
Learning Comfort	Psychological and physical safety of learning environment	My child feels safe and comfortable at school.
Information Services	Clarity and timeliness of school communication	The school provides clear and timely information.
Administrative Services	Efficiency of administrative processes	Administrative services are fast and well-organized.
Teacher Role Modeling	Teachers' moral integrity and professionalism	Teachers demonstrate good moral behavior.
Parental Participation	Extent of parental involvement in school programs	Parents are actively involved in school activities.
Extracurricular Activities	Availability of non-academic development programs	The school offers diverse extracurricular programs.

Table 1 shows how each dimension of school reputation is operationalized into a specific, observable indicator and a representative questionnaire item. This alignment ensures that the instrument consistently measures facilities, services, teacher role modeling, parental participation, and extracurricular provision as components of parents' perceptions of school reputation.

3. Method

3.1. Research Design

This study uses a quantitative method with a survey design. The survey method was chosen because it is suitable for exploring parents' perceptions of school reputation in a structured manner through questionnaires. Surveys enable researchers to obtain large amounts of data from a diverse range of respondents, allowing the results to be generalized (Creswell & Creswell, 2018). This design is considered relevant to the research objectives, which are to measure and analyze the factors that influence parents' perceptions statistically. Thus, a quantitative survey design is the appropriate choice for this study.

3.2. Participant or Respondent

The respondents in this study were parents of students at Muhammadiyah Sapen Elementary School in Yogyakarta. Respondent characteristics included gender, age, education level, and occupation. Respondents were selected using purposive sampling, considering that they were parents who were actively involved in school activities. The number of respondents was determined using the Slovin formula to ensure adequate data representation (Sugiyono, 2019). The demographic data of the respondents will be presented in the form of frequency tables and percentages to facilitate analysis. In this study, the population was all parents of students at SD Muhammadiyah Sapen Yogyakarta, totaling 1,356 students. To determine the sample size that represented the population, the Slovin formula was used with a margin of error of 5%. This formula is used to calculate the minimum number of respondents so that the survey data can validly represent the population. Based on this calculation, the minimum sample size required is 308 respondents. Since the sampling was non-probability based, the findings are not intended for statistical generalization but for analytical interpretation within the study context.

3.3. Data Collection

Data was collected through a closed questionnaire with a Likert scale distributed to parents of students. The research instrument contained indicators related to school reputation, service quality, trust, and parental perceptions. Questionnaires were chosen because they are

efficient in collecting quantitative data that can be processed statistically (Sekaran & Bougie, 2019). In addition, limited interviews were conducted to supplement the quantitative data with additional context. With this combination, the data obtained is expected to be more accurate and in-depth.

3.4. Data Analysis

The data was analyzed using descriptive statistics. Descriptive statistics aim to describe general trends, response patterns, and parents' perceptions of school reputation based on predetermined indicators. Descriptive analysis was conducted by calculating the frequency, percentage, and distribution of responses for each indicator, which included school facilities, learning comfort, information services, administrative services, teacher role models, parent participation, and extracurricular activities. The data obtained through the questionnaire was then processed using simple tabulation to show the proportion of respondents in the categories "very satisfactory," "satisfactory," "fairly satisfactory," and "less than satisfactory." This technique allowed researchers to objectively assess the level of parental satisfaction and identify which indicators had a dominant contribution in shaping the school's reputation. The results of the descriptive analysis form the basis for drawing conclusions about parents' general perceptions of the quality of services and the image of the school. This study is positioned as an exploratory descriptive investigation aimed at identifying dominant perception patterns rather than testing causal relationships among variables. Therefore, descriptive statistics and ranking comparisons were considered appropriate analytical techniques.

3.5. Validity and Reliability

The research instrument was tested using content validity, construct validity, and reliability. Content validity was tested through expert judgment by education management experts. Construct validity was tested using confirmatory factor analysis (CFA) to ensure the suitability of indicators with variables (Hair et al., 2019). The reliability of the instrument was measured using Cronbach's Alpha to ensure the internal consistency of the questions. A Cronbach's Alpha value above 0.7 indicates good reliability. Thus, this research instrument can be confirmed to be of adequate quality.

Prior to the main analysis, construct validity and reliability of the instrument were tested. Confirmatory Factor Analysis (CFA) was conducted to verify whether the seven indicators appropriately represented the construct of school reputation. The results indicated that all factor loadings were above 0.50, meeting the minimum acceptable threshold (Hair et al., 2019). The overall model fit indices demonstrated acceptable fit ($CFI > 0.90$; $RMSEA < 0.08$), indicating that the measurement model was adequate.

Reliability testing using Cronbach's Alpha showed satisfactory internal consistency across all dimensions. The overall instrument reliability coefficient was 0.89, while individual dimensions ranged from 0.76 to 0.91, exceeding the recommended minimum threshold of 0.70. These results confirm that the instrument is both valid and reliable for measuring parental perceptions of school reputation.

4. Findings

Based on the results of processing data from a survey of parents' satisfaction with the school's reputation, it was found that the majority of respondents had a very positive perception of various aspects of educational services at SD Muhammadiyah Sopen. The analysis was conducted using a descriptive quantitative approach with a Likert scale that showed the level of respondent agreement with school reputation indicators. The distribution of respondents' ratings across the seven school reputation indicators is presented in Table 2.

Table 2. Parent Satisfaction Levels with School Services

Indicator	Very Satisfactory	Satisfactory	Fairly Satisfactory	Less Than Satisfactory
-----------	-------------------	--------------	---------------------	------------------------

School Facilities	28.1%	54.3%	16.6%	0.9%
Learning Comfort	32.7%	52.6%	14.7%	0.0%
Information Services	39.9%	49.5%	9.9%	0.7%
School Administration	45.2%	46.0%	8.8%	0.0%
Teacher Role Models	70.5%	25.0%	4.5%	0.0%
Parent Participation	48.0%	30.0%	22.0%	0.0%
Extracurricular Activities	40.0%	40.0%	20.0%	0.0%

Table 2 indicates that parents generally rated all seven aspects of school services positively, with most responses falling within the "very satisfactory" and "satisfactory" categories. Teacher role modeling received the strongest evaluation, while dissatisfaction was minimal across all indicators, reflecting a consistently favorable perception of the school's overall service quality.

4.1. School Facilities and Learning Environment

The results of the study show that the school facilities at SD Muhammadiyah Sapen received very positive reviews from the majority of parents. A total of 28.1% of respondents rated the school facilities as "very satisfactory," and 54.3% rated them as "satisfactory." These percentages show that more than 80% of parents feel that the facilities provided by the school adequately support the learning process. The facilities assessed included classrooms, libraries, laboratories, and other supporting facilities. These findings illustrate that the quality of school facilities is one of the main components that shape parents' trust and satisfaction.

In addition to physical facilities, learning comfort is also an important aspect in creating a conducive learning environment. A total of 32.7% of respondents rated it as "very satisfactory," while 52.6% rated it as "satisfactory." This data shows that 85.3% of parents consider the learning environment at school to be very comfortable for students. This indicator includes classroom atmosphere, cleanliness, safety, and social relationships among students. Overall, the high level of comfort indicates that schools are able to create a positive and safe learning climate for children's development.

The findings also indicate that almost no respondents gave a "less than satisfactory" rating for these two indicators. On the learning comfort indicator, none of the respondents chose the "unsatisfactory" category. This confirms that negative perceptions of facilities and learning comfort are minimal. This condition shows that the school's services in providing learning facilities and environments have met the expectations of the majority of parents. The very low level of dissatisfaction reflects the school's consistency in maintaining the quality of the physical and psychological environment for students.

These findings also show that the school's reputation is greatly influenced by the quality of facilities and learning comfort. Both are aspects that parents can see and feel directly when assessing schools as places of education for their children. Schools that are able to provide good facilities are considered to have a high commitment to the quality of learning. Similarly, learning comfort reflects how schools pay attention to the welfare and needs of students in their daily activities. The combination of these two factors contributes greatly to the school's positive image and reputation.

Overall, the indicators of school facilities and learning comfort provide an overview that the school environment is in very good condition. With the majority of respondents giving high ratings, SD Muhammadiyah Sapen has demonstrated competitive service quality compared to other schools. Adequate facilities and a comfortable learning environment are the main

attractions for parents in choosing a school. These findings can also serve as a basis for the school to maintain and even improve its standards of facilities and comfort. Thus, the school's reputation will remain strong and continue to improve in the future.

4.2. Service Quality and Communication

The results of the study show that the quality of school services, particularly in terms of information services, received very positive ratings from parents. A total of 39.9% of respondents rated the information services as "very satisfactory," while 49.5% rated them as "satisfactory." These data show that nearly 90% of parents feel that the information provided by the school is clear, timely, and easily accessible. Information services include the delivery of schedules, announcements, student learning progress, and communication through various school digital media. These findings show that schools have implemented an effective and adaptive communication system to meet the needs of parents.

In addition to information services, the quality of school administration also received a very high level of satisfaction. A total of 45.2% of respondents rated administrative services as "very satisfactory," and 46.0% rated them as "satisfactory." This shows that more than 90% of parents feel that school administration is efficient, fast, and user-friendly. The administrative services in question include the registration process, payments, correspondence, and other general services. The high level of satisfaction with this indicator reflects the school's professionalism in providing standardized services.

The study also found that the level of dissatisfaction with both school service indicators was very low. For information services, only 0.7% of respondents rated them as "less than satisfactory," while for administrative services, no respondents gave a negative rating. These figures indicate that obstacles to service are minimal and do not pose a significant issue for parents. The absence of significant complaints also shows that service procedures have been running consistently and in line with user expectations. Thus, the quality of school services can be categorized as very stable and well maintained.

These findings also show that the quality of school services and communication plays an important role in building the institution's reputation. Parents tend to rate schools that are able to provide fast, responsive, and accessible services highly. A good communication system provides a sense of security and comfort because parents feel that they are always connected to their children's educational development. Neat and systematic administrative services also increase trust in the school's professionalism. The combination of these two factors is an important indicator in strengthening the image of SD Muhammadiyah Sopen as a quality school.

Overall, the quality of school services, both in terms of information and administration, contributes greatly to parents' positive perceptions. The high level of satisfaction in both aspects shows that the school is able to manage internal communication and services very well. Effective services not only meet administrative needs but also support harmonious relationships between the school and parents. These findings confirm that the school's reputation is built not only through the quality of learning but also through professional and transparent services. By maintaining the quality of communication and services, the school can maintain the trust and loyalty of parents on an ongoing basis.

4.3. Teacher Professionalism and Student Development

The results of the study show that teacher role modeling is the aspect with the highest level of satisfaction compared to other indicators. A total of 70.5% of respondents rated this indicator as "very satisfactory" and 25.0% rated it as "satisfactory." This percentage shows that more than 95% of parents greatly appreciate the attitude, behavior, and professionalism of teachers at SD Muhammadiyah Sopen. Teachers are considered capable of providing not only academic learning but also moral and character education. These findings illustrate that teachers play a very important role in shaping the community's positive perception of the school.

Parents highly value teachers' ability to set an example through their religious attitudes, discipline, and empathy towards students. Teachers are considered capable of being direct examples in everyday life, both in the classroom and in the school environment. This gives parents confidence that their children are in a safe environment that supports good character development. The quality of the relationship between teachers and students is also an important factor that fosters a sense of comfort and enthusiastic learning. Overall, teachers are seen as central figures who are able to have a positive impact on student development.

In addition to setting an example in behavior, teachers are considered professional in carrying out their teaching duties. Parents assess that teachers are able to deliver material well, use varied learning strategies, and pay attention to the individual needs of students. Teachers are also seen as responsive in providing information about their children's academic progress to parents. Teacher professionalism in the classroom also increases public confidence in the overall quality of the school. These findings show that teachers' pedagogical abilities contribute directly to the school's reputation.

The research findings also show that no respondents gave an "unsatisfactory" rating for teacher role modeling. This indicates that the consistency of teacher professionalism in schools is very high and is felt by almost all parents. The minimal dissatisfaction indicates that teachers have succeeded in maintaining work standards that meet community expectations. This consistency reflects a school culture that upholds the quality of educators. Thus, teacher exemplarity is a key pillar in building a positive school reputation in a sustainable manner.

Overall, the exemplarity and professionalism of teachers at SD Muhammadiyah Sopen play an important role in supporting student development. Teachers are not only seen as academic instructors, but also as character mentors who can be emulated in everyday life. The positive behavior and performance of teachers provide parents with a sense of security and satisfaction in choosing a school for their children. These findings confirm that teacher quality is the main foundation of a school's reputation and student development. Therefore, strengthening teacher competence needs to be maintained so that the school's reputation remains excellent in the future. This data reinforces previous findings that teacher quality is a dominant factor in school reputation (Wibowo, 2021).

4.4. Parental Involvement and Extracurricular Services

The results show that parental involvement in school activities is high. A total of 48.0% of respondents rated parental involvement as "very satisfactory," while 30.0% rated it as "satisfactory." This indicates that 78% of parents feel actively involved in various school activities and have a good relationship with the school. This participation includes attendance at regular meetings, support for student activities, and involvement in collaborative programs. These findings show that the relationship between the school and parents is harmonious and mutually reinforcing.

Parental participation is seen as an important aspect in building the school's reputation, as their involvement demonstrates trust and satisfaction with the school. Parents are involved not only in administrative activities, but also in character development and student learning activities. This strong involvement reflects the effective communication that has been established between the school and families. It also shows that the school provides space for parents to participate in their children's education. With the high level of commitment from parents, the school's reputation is further strengthened in the eyes of the community.

In addition, extracurricular activities also received positive reviews from parents. A total of 40.0% of respondents rated extracurricular activities as "very satisfactory," while another 40.0% rated them as "satisfactory." These ratings show that 80% of parents feel that the school provides varied and beneficial extracurricular activities for student development. These activities include sports, arts, leadership, and religious activities that help develop children's potential and talents. These findings illustrate that the school pays serious attention to holistic education.

The high rating for extracurricular activities shows that the programs provided by the school meet the needs of students and the expectations of parents. Diverse programs provide opportunities for students to learn outside the classroom and develop social, emotional, and

physical skills. Parents see these activities as an important part of shaping their children's character and self-confidence. The success of extracurricular programs also contributes to the community's positive perception of the school. This shows that the school focuses not only on academic aspects but also on the development of students' personalities.

Overall, the level of satisfaction with parental participation and extracurricular activities is very high and consistent. This reflects the good collaboration between the school, students, and families in creating a strong and supportive educational environment. Active parental involvement and quality extracurricular programs are key strengths in enhancing the school's reputation. These findings reinforce that the school has successfully combined the roles of family and non-formal education to support student development. Thus, SD Muhammadiyah Sapen is able to maintain its image as a responsive, inclusive, and collaborative school.

4.5. School Reputation and Public Perception

The results of the study show that the reputation of Muhammadiyah Sapen Elementary School is perceived as very good by the majority of parents. This positive perception is evident from the consistently high ratings across all school service indicators. Adequate school facilities, a comfortable learning environment, and an effective service system are the main factors that shape this reputation. Parents feel that the school is able to provide a safe, quality educational experience that supports their children's development. These findings indicate that the school's reputation is not formed from just one aspect, but is the result of its overall performance.

In addition, the school's reputation is reinforced by the professionalism of its teachers, which received the highest score compared to other indicators. More than 95% of respondents gave satisfactory ratings to the teachers' exemplary behavior and competence. This shows that teachers play a central role in building a positive image of the school in the eyes of the community. Parents' trust increases when they see that teachers have a good attitude, are competent, and pay attention to student development. Teacher professionalism is a key pillar that strengthens the school's reputation in the long term.

Service quality and communication are also important factors that shape a school's reputation. Information and administrative services received high and consistent satisfaction ratings, indicating that the school is able to provide fast, transparent, and accessible services. Parents assess that the school's communication system is very effective in conveying important information about student activities and school management. Responsive services help increase parents' trust and comfort with the school. Good service quality reinforces the public's perception that the school is professionally managed.

The findings also show that parental involvement and the quality of extracurricular activities contribute to the perception of the school's reputation. Parents feel involved in various school activities, which strengthens the sense of belonging and collaboration between the school and families. Varied and meaningful extracurricular programs also give the impression that the school cares about the holistic development of students' potential. These three aspects reflect that the school is inclusive, participatory, and child-development-oriented. This adds positive value to the overall assessment of the school's reputation.

Overall, the reputation of SD Muhammadiyah Sapen is perceived as very good due to the high consistency of quality in all aspects of educational services. The positive perceptions shown by parents indicate that the school has succeeded in building an image as a professional, modern, and student-oriented educational institution. This reputation is formed through a combination of the quality of facilities, services, teacher professionalism, and collaborative relationships with parents. The high level of satisfaction across all indicators strengthens the community's belief in the school's credibility. Thus, the school's reputation is in a strong position and has the potential to increase in the future.

Positive perceptions of all aspects of service contribute to the school's strong reputation in the community. These findings show that SD Muhammadiyah Sapen excels not only in academic aspects, but also in service quality, communication, and Islamic values, which are the school's hallmarks (Aisyah, 2020). Thus, the school's reputation is built on a combination of service quality, teacher exemplarity, and harmonious relationships with parents.

4.6. Comparative Ranking of Reputation Indicators

To identify the dominant reputation factors, indicators were ranked based on the percentage of "very satisfactory" responses. Teacher role modeling ranked first (70.5%), followed by parental participation (48.0%) and administrative services (45.2%). Facilities and extracurricular activities, although positively rated, ranked lower in relative dominance. This ranking analysis confirms that moral and relational dimensions outweigh physical infrastructure in shaping school reputation within this context.

5. Discussion

One significant finding of this study is that teacher role modeling emerges as the most dominant reputation factor, surpassing facilities and extracurricular activities. This finding differs from several international studies (e.g., Mushtaq et al., 2021) which highlight infrastructure and social status as primary determinants of school choice. In the Indonesian religious-school context, moral credibility appears to carry greater weight than physical resources. This suggests that reputation formation is culturally embedded and influenced by value alignment between families and institutions.

Furthermore, while facilities and administrative services received high satisfaction ratings, they function as baseline expectations rather than distinctive reputation drivers. Parents may perceive adequate facilities as standard requirements, whereas teacher exemplarity represents a differentiating factor that creates emotional attachment and long-term trust.

The results of the study indicate that parents' perceptions of the reputation of SD Muhammadiyah Sapeen Yogyakarta are influenced by the exemplary behavior of teachers, parental involvement, and the quality of administrative services. These findings are consistent with the views of Kotler and Fox (2018), who emphasize that the reputation of educational institutions is formed from a combination of service quality, educator competence, and effective communication with stakeholders. This is also consistent with Wibowo's (2021) research, which found that school reputation is closely related to parents' trust in the quality of education and teacher professionalism.

In addition, the dimension of religiosity integrated into the SD Muhammadiyah Sapeen education system is an added value for parents. Sari (2023) asserts that schools based on religious values have a strong appeal because they are able to balance academic achievement and the moral character of students. In this context, the reputation of a school is not only built through academic success, but also through the school's ability to instill moral values that are in line with community expectations.

The findings suggest that religiosity functions as a reputational core rather than a peripheral attribute. In the context of faith-based schools, religious values operate as symbolic capital that strengthens institutional legitimacy and moral credibility. Unlike facilities or administrative services, which represent functional dimensions of service quality, religiosity contributes to emotional trust and moral alignment between parents and school. This explains why teacher role modeling — which embodies religious and ethical values — emerges as the dominant reputation factor. Thus, religiosity indirectly reinforces reputation through teacher professionalism and institutional culture.

However, the survey results also indicate the need for improvement in the aspects of communication and parent participation in school activities. A small number of respondents assessed that there were still obstacles in information transparency and activity coordination. This is relevant to the findings of Tucker and Coddington (2020), which explain that two-way communication between schools and parents is a key element in maintaining public trust in educational institutions. Thus, building a school's reputation requires a holistic approach that integrates academic, non-academic, and spiritual services.

In general, the results of this study reinforce the institutional reputation theory proposed by Fombrun (2019), namely that reputation is the result of collective perceptions based on long-term experiences and interactions between institutions and the public. SD Muhammadiyah

Sapen has successfully built a positive image in the eyes of parents through consistent service quality and commitment to Islamic values. However, efforts to improve service quality need to be continued so that this reputation is maintained and remains relevant to the times.

6. Conclusion

Based on the survey results and data analysis, it can be concluded that the reputation of SD Muhammadiyah Sapen Yogyakarta is considered very good by parents. The main factors that shape the school's reputation include the exemplary behavior of teachers, the quality of administrative services, and Islamic values that are integrated into learning activities. This positive perception shows that the school's reputation is not only rooted in academic achievement, but also in interpersonal relationships and moral values that are consistently applied. The findings of this study reflect the specific institutional context of SD Muhammadiyah Sapen Yogyakarta and should not be generalized to all elementary schools. The results provide contextual insights into reputation formation in a high-performing religious-based primary school setting.

Limitation

This study has several limitations that need to be considered when interpreting the results. First, the number of respondents came from only one school, namely SD Muhammadiyah Sapen, so the generalization of the findings to other schools with different characteristics is still very limited. Second, the data collection instrument was based entirely on a quantitative Likert scale survey, which did not provide space to explore the experiences, motivations, or underlying reasons behind parents' perceptions. Third, the absence of interviews or supporting qualitative methods meant that this study was unable to reveal the emotional dynamics and social context that may have influenced respondents' perceptions.

Another limitation of this study concerns the potential presence of positive-response bias. Given that respondents were parents of currently enrolled students in a high-performing religious-based school, social desirability bias or affiliation bias may have influenced responses. Parents may have provided favorable evaluations due to emotional attachment, institutional loyalty, or perceived social expectations. Future research may consider anonymous digital surveys or multi-site comparisons to reduce this bias and enhance objectivity.

Recommendation

Future researchers are advised to expand the scope of their research by involving several other religious schools in the Yogyakarta area in order to obtain a broader comparison. Schools can use the results of this study as a basis for strengthening communication and collaboration with parents, as well as improving the quality of services based on community needs. Further research can also use a mixed methods approach to gain a deeper understanding of the dynamics of school reputation from various perspectives. Future studies are encouraged to conduct comparative or multi-site investigations involving schools with diverse performance levels and institutional characteristics to enhance external validity and theoretical generalization.

Declaration of Generative AI and AI-assisted Technologies

This manuscript was prepared with the assistance of Generative AI ChatGPT. The AI was used to assist in language refinement, and structural clarity. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

References

- Ahmad, M., & Setiawan, R. (2023). Linking infrastructure, student activities, and academic performance: Evidence from Indonesian schools. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, 9(2), 145–158. <https://jurnal.iicet.org/index.php/jppi/article/view/4097>
- Aisyah, N. (2020). *Reputasi sekolah dan kepercayaan orang tua terhadap lembaga pendidikan dasar*. *Jurnal Pendidikan dan Kebudayaan*, 5(2), 45–53. <https://doi.org/10.21831/jpk.v5i2.11234>
- Andriani, D., & Putra, A. (2021). The effect of service quality on satisfaction and loyalty of PAUD students' parents. *Journal of Early Childhood Education Research*, 10(1), 23–35. <https://www.researchgate.net/publication/348916322>
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94(S1), S95–S120. <https://doi.org/10.1086/228943>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- Day, C., & Gu, Q. (2019). *Teacher professionalism: New understandings for a changing world*. Springer.
- Epstein, J. L. (2018). *School, family, and community partnerships*. Routledge. <https://doi.org/10.4324/9780429494673>
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage.
- Fitriyana, Y., Pransisca, L., & Ardiyanto, B. (2022). Faktor-faktor yang mempengaruhi orang tua dalam pemilihan sekolah di Bukit Cermin, Tanjungpinang Barat. *Management & Sustainable Research Journal (MISRO)*, 2(2), 50–62. <https://journal-gehu.com/index.php/misro/article/view/606>
- Fombrun, C. J. (2019). *Reputation: Realizing value from the corporate image*. Harvard Business Review Press.
- Fombrun, C., & Shanley, M. (1990). What's in a name? Reputation building and corporate strategy. *Academy of Management Journal*, 33(2), 233–258. <https://doi.org/10.5465/256324>
- Fraser, B. J. (2018). Classroom learning environments and student outcomes: New developments and future directions. *Learning Environments Research*, 21(1), 1–14. <https://doi.org/10.1007/s10984-018-9253-4>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Journal of Research in Social Science and Humanities. (2023). Influence of education costs, quality of educational services, and references on parents' satisfaction in enrolling children at SDIT Al-Kautsar Cikarang. *Journal of Research in Social Science and Humanities*, 2(4), 55–63. <https://jrssh.org/index.php/jrssh/article/view/250>
- Zahira, K. H., & Habiby, W. N. (2024). Parents' perceptions and preferences toward school selection for elementary school-age children. *MISRO: Management & Sustainable Research Journal*, 4(3). <https://doi.org/10.58421/misro.v4i3.606>
- Khobir, K., Daningsih, E., & Musa, M. (2023). Perception of parents with low education on the continuity of children's education in Indonesia. *International Journal of Early Childhood Research*, 15(2), 99–112. <https://www.researchgate.net/publication/374778063>
- Kotler, P., & Fox, K. F. A. (2018). *Strategic marketing for educational institutions* (3rd ed.). Pearson.
- Kotler, P., & Keller, K. L. (2016). *Marketing management* (15th ed.). Pearson.

- Kurniawan, R., & Lestari, P. (2022). Factors influencing parental satisfaction in education: A study of urban schools in Indonesia. *Journal of Business, Social and Technology*, 4(2), 77–89. <https://www.iocscience.org/ejournal/index.php/JBST/article/download/4991/3452/26303>
- Bekele, M. S., & Kenea, A. (2024). Determinants of parental school choice: A systematic review of the literature. *International Journal of Indonesian Education and Teaching*, 8(1), 20–34. <https://doi.org/10.24071/ijiet.v8i1.7296>
- Mushtaq, M., Ahmad, Z., & Ahmad, S. (2021). Parents' choice regarding school selection for their children's education: Evidence from Pakistan. *International Journal of Social Science and Education Research*, 4(3), 22–29. <https://www.researchgate.net/publication/358646690>
- Muthalib, A., & Supriyadi, S. (2022). Teacher quality and the role of parents on student achievement in Sulawesi. In *Proceedings of the International Conference on Industrial Engineering and Operations Management* (pp. 4823–4831). IEOM Society. <https://ieomsociety.org/proceedings/2022australia/588.pdf>
- Nugroho, A., & Sari, R. (2024). The influence of educational service quality on parent and student satisfaction in Private High School X, Bandung City. *International Journal of Multicultural and Multireligious Understanding*, 11(1), 101–115. <https://www.researchgate.net/publication/382769802>
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.
- Nuraini, T., & Rahmawati, S. (2021). Investigating parents' degrees of trust and communication towards kindergartens in Indonesia. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 1247–1258. <https://obsesi.or.id/index.php/obsesi/article/download/3590/pdf/18125>
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40.
- Rahmah, F., & Hidayat, A. (2023). Exploring parental decision making in school selection in Riau, Indonesia. *Journal of Posthumanism Studies*, 5(1), 55–70. <https://posthumanism.co.uk/jp/article/view/2049>
- Restarie, M. D., Nurhattati, N., & Kamaludin, K. (2024). Faktor-faktor yang mempengaruhi orang tua terhadap minat memilih sekolah dasar swasta: Systematic literature review. *Journal on Education*, 7(2), 8948–8956. <https://doi.org/10.31004/joe.v7i2.7791>
- Roeser, R. W., Eccles, J. S., & Sameroff, A. (2020). *A developmental framework for education*. Oxford University Press.
- Sari, M. D. (2023). School reputation and parental trust in religious-based elementary schools. *Indonesian Journal of Educational Research*, 15(1), 22–35. <https://doi.org/10.21009/ijer.151.04>
- Sari, R. (2023). Nilai religius dan reputasi sekolah Islam dasar di Indonesia. *Al-Tarbiyah: Jurnal Pendidikan Islam*, 10(1), 12–21. <https://doi.org/10.24252/al-tarbiyah.v10i1.32817>
- Sekaran, U., & Bougie, R. (2019). *Research methods for business: A skill-building approach* (8th ed.). Wiley.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Susanto, D., & Widodo, H. (2022). Indonesian parents' perceptions of early childhood English language education. *Studies in Applied Linguistics and TESOL in Asia Research*, 1(2), 41–53. <https://journal.unj.ac.id/unj/index.php/stairs/article/view/38238>
- Tucker, P. D., & Coddling, J. B. (2020). *Building school capacity for continuous improvement*. ASCD.

- Wibowo, A. (2021). *Faktor-faktor yang memengaruhi persepsi orang tua terhadap reputasi sekolah dasar*. Jurnal Ilmiah Pendidikan, 9(1), 33–42. <https://doi.org/10.24036/jip.v9i1.24659>
- Wibowo, T. (2021). *Faktor-faktor yang mempengaruhi persepsi orang tua terhadap sekolah swasta di Yogyakarta*. Jurnal Manajemen Pendidikan Indonesia, 13(4), 567–580. <https://doi.org/10.21831/jmpi.v13i4.17890>
- Widyasanti, N. P., Suastika, I. N., & Ariyana, I. K. S. (2022). *Pelaksanaan pembelajaran tatap muka terbatas pada satuan pendidikan anak usia dini*. Jurnal Pendidikan Anak Usia Dini Undiksha, 10(1), 77–83. <https://doi.org/10.23887/paud.v10i1.42677>
- Wulandari, H., & Purwanta, E. (2020). *Pencapaian perkembangan anak usia dini di taman kanak-kanak selama pembelajaran daring di masa pandemi COVID-19*. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5(1), 452–462. <https://doi.org/10.31004/obsesi.v5i1.626>
- Yusuf, I., & Anshori, M. (2023). Customer satisfaction as an indicator of educational quality in madrasah institutions. PESHUM: Journal of Humanities and Education, 8(2), 201–214. <https://ulilalbabinstitute.id/index.php/PESHUM/article/download/6839/5365/14014>
- Yuliyanti, G., Nugrahani, D. A., Septyani, D., Laeli, B. N., Istiqomah, I. N., & Anindhita, A. Z. (2025). Parents' perception of private schools as a quality education solution for upper-middle-class families in Sukoharjo Regency. Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan, 42(1), 1–15. <https://jurnal.stiq-amuntai.ac.id/index.php/al-qalam/article/view/4706>
- Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2020). *Services marketing: Integrating customer focus across the firm* (8th ed.). McGraw-Hill Education.