

Gen Y Perspectives: Investigating Parents in Choosing School Culture

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Abstract

Differences in generations X, Y, Z and Alpha affect thinking patterns and decision-making processes, including in the selection of educational institutions with a good school culture. This qualitative research explores the preferences of five parents from Generation Y (Gen Y) in considering the appropriate school for their children at the primary level in Tangerang, Banten. This study aims to determine the needs of Generation Y parents regarding school culture. Even though the number of study participants is limited, this study did triangulation of data by investigating the school's management, teachers and students. The findings of this study conclude that parents of primary school children are concerned with three aspects of school culture; Islamic values, leadership characteristics and English language. In general, parents believe that the school they had chosen for their children has exceeded their expectations for a positive school culture; yet, some of them regret certain aspects that schools must evaluate to achieve an optimal school culture.

Keywords: *gen Y parents, school culture, parents' preferences, primary school*

Introduction

The millennial generation, better known as Generation Y (Gen Y), is considered as people who were born between 1981 and 2000 (Ali & Purwandi, 2017). Advances in technology started to significantly grow during this era. Therefore, for the millennial generation, contact with technology is not extraordinary. Black (2010) claims Gen Y can be described as “digital natives” since they are part of the first generation to have grown up with digital technology, thus they are also fluent in applying its language. The improvement of the digital world also gives this Gen Y easier access to various groups of cultures and religions. They can communicate and share their ideas with others in separate places; distance is not a main problem among this generation. Hence et al. (2002) as cited in Black (2010) stated “digital natives serve as ambassadors who are bringing cultures, countries, and religions closer with online communication”.

Aligned with advances in technology that lead people to easily engage with upgraded information, the millennial generation commonly has great skills as well as knowledge. In contrast, previous generations, baby boomers and Generation X, are wiser in that they mostly learn from the experiences of their predecessors. Therefore, when Gen Ys become parents, they put high standards on their children not only in terms of academic performance but also in terms of community work to encourage the future generation to be more enhanced in skills and knowledge as well as experiences. Stribbell and Duangekanong (2022) claim that “Generation Y parents place greater emphasis on caring for and protecting their children while also encouraging their children to be involved in community service. Academic achievement of the children of Generation Y parents is increasing and parents are likely to have higher expectations of their children’s teachers and schools.” (p. 2–3).

Regarding the high expectations of Gen Y parents toward the educational standard of their children, there are increasing trends at the primary school level, either public or private schools. According to Hoy and Miskel (2013), school cultures of efficacy, trust and academic optimism promote student achievement. Both private and public schools

have their strengths in terms of the quality of education, facilitation, and even the school culture. Therefore, parents have many opportunities to decide whether the schools meet their criteria or not. Parents' preferences are commonly based on the school culture since it serves better in providing not only the learning outcomes but also students' learning experiences. MacNeil Prater and Busch (as cited in Zhang & Makaiau, 2019) observe "Schools that successfully create a positive culture and climate ultimately promote students' ability to learn". It has also been demonstrated that a competitive school's culture successfully draws in parents willing to spend more money to support the school and spur students' interest in learning. Strong learning cultures are those that have a common understanding of what is significant, a common ethos of care and concern, and a common dedication to assisting students in learning.

Discussion about generational categories has been going on since 1952 by Jane Pilcher, resulting in the initiation of different names to categorize generations X, Y, Z and Alpha based on the time of birth, social conditions during those years, technological changes that occur every year, and other developments that are influenced by many factors. This paper only focuses on Gen Y parents born between 1981 and 2000 for several reasons: in their twenties to forties, these parents are familiar with the sophisticated technology of today so they can easily find schools that will meet their expectations and feel suitable for their children, if only through social media (Ali & Purwandi, 2017). Second, in private institutions, parents will be actively involved with the school, so their perspective is considered important for the defence and quality of the school in the future (Rizky Nopiyanti & Husin, 2021). Third, in choosing a school at the elementary level, many parents from the upper economic class will choose private schools that are already known to have promising outcomes and make parents proud (Dewi & Indrayani, 2021). Based on these three reasons, we decided to investigate Gen Y parents' perspectives in choosing school culture at the primary level.

In this study, Syafana Islamic School (SIS) became the selected school since it has six to seven cohorts in each level. The school culture of

Syafana Primary Islamic School is examined from the perspective of Gen Y parents. This institution has existed in Gading Serpong, Tangerang, since 2007. Since the majority of the parents are members of Gen Y, this new school competes with other large schools in the Gading Serpong neighborhood to be able to “produce future leaders” as their motto. They can pique parents’ interest in SIS by using such catchphrases.

Although numerous studies have covered school culture, these publications tend to concentrate on understanding school culture as the basis for school reform, thus, for the time being, this study will try to focus on identifying the perspectives of Gen Y parents, whose children study in Syafana Islamic School, toward the school culture.

Early Theories of Generation Y Parents

Research on generational differences was first carried out by Mannheim in 1952. Mannheim claims that a “generation” is a social construct made up of a group of individuals who are similar in terms of age and historical experience. Individuals who are part of one generation including those who have the same year of birth within twenty years and are in the same social and historical dimensions (Mannheim, 1952).

This generational difference theory was popularised by Neil Howe and William Strauss in 1991. The term “millennial generation” was used by them in their book published in 2000 entitled *Millennials rising: The next great generation*. They coined the term in 1987 when children born in 1982 entered preschool. This millennial generation is also called Generation Y (Gen Y). The millennial generation began to be recognized by the public when it was used in United States newspapers in August 1993 (Howe & Strauss, 2010). This Gen Y has also been studied by many researchers from all over the world, therefore there are many differences between the time frames in categorizing the millennial generation or Gen Y.

Many different arguments are presented by both domestic and international researchers in categorizing the age of each generation. Gen Y is defined by various social researchers using birth years between the 1980s and the 2000s. Edge states that Gen Y, or millennials, were born

between the late 1970s and early 2000s. Gen Ys are also called ‘nexters’, ‘Ys’, and ‘echo Boomers’ (Edge, 2014). According to Ali and Purwandi in their book entitled *Millennial nusantara* published in 2017, the millennial generation (Gen Y) is defined as people who were born between 1981 and 2000 (Ali & Purwandi, 2017). In Indonesia, Gen Y can be defined as people who were born between 1980 and 2000 due to the wide range of viewpoints the data management process refers to that time span. Because of the many differences of opinion, it can be concluded that the millennial generation is those born between 1980 and 2000, and that time span is used as a reference for data management.

Due to the widespread use of PCs, laptops, internet connectivity, and social networking sites, Gen Ys are exceptionally technologically proficient. Gen Ys prefer working digitally and are constantly seeking out opportunities to learn, collaborate in groups, and establish real-time connections with their peers and online acquaintances (Espinoza, Ukleja, & Rusch, 2010 in Edge, 2014). Having grown up in a more diverse and tolerant culture, Generation Y is knowledgeable about equality, having one’s voice heard, and questioning authority (Berl, 2006 in Howe & Strauss, 2000).

According to the explanation above, parents from Gen Y have experienced significant technological advancements. When deciding on which school to enrol their children in, parents no longer rely on oral explanations or opinions from family members who must follow in their siblings’ and parents’ footsteps in selecting a school. Instead, they can independently access information about what school the parents want and can easily find out the qualities, cultures, infrastructures and activities of the schools.

School Culture

The issue of effective school culture tends to be abstract since it is related to values, norms and beliefs. However, even though the school culture is abstract, it can be seen not only in the school environment but also in the attitudes of people within the schools, such as school leaders, teachers, students and even the staff. Coakley (2013) as cited in Dogan

(2017) claims that the definition of school culture is the underlying norms, beliefs, values and conventions that shape how students, parents, staff and community members feel, act and behave inside an institution (p. 257). Therefore, a school can be categorized as very well organized if the principal can clarify and apply a positive school culture among the other school members. The application of school culture can lead the school to be more effective in terms of academic performance. Kezar et al. (2002) as cited in Dogan (2017) stated that culture has changed from being a descriptor to being associated with advancement and achievement.

An article written by Madden (2017) also discussed the pillars of building school culture; it gives fundamental theories of good school cultures. The author of this article explains that there are four theories; loyalty and commitment, transparency and efficiency, trust, and teamwork. Future researchers can use those pillars as a guide to creating a positive school culture that matches parents' preferences. *Loyalty and commitment* coming from the success of an organization are supported by positive interactions, and via these connections and bonds among staff, an organization can flourish. Teachers who are motivated to act for the benefit of the schools where they work are bolstered by strong, empowered instructors. *Transparency and efficiency* cover transparent actions and decision making as schools can collaborate more; this gives parents and other interested parties a better chance to see what is going on in the classroom. Even a well-designed and thoughtful engagement process is almost guaranteed to fail or fall well short of the achievement that school leaders seek to accomplish without intentional and persistent efforts to create *trust* and build solid relationships at every level. And, *teamwork* is created when people with similar interests, values, inclinations and attitudes band together to work toward a common objective. Teams are incredibly significant in both our academic and personal lives. Each staff member relies on their co-workers to collaborate and effectively support the school. No employee can execute a task successfully by themselves; they must enlist the assistance of their co-workers.

Furthermore, a theory from Terrence Deal (1985) in (Hoy & Miskel, 2013, p.185–186) proposes that effective schools have strong cultures with the following characteristics; shared values and a consensus on “how we get things done around here”. The principal is a hero or heroine who embodies core values. Distinctive rituals are followed that embody widely shared beliefs. Employees are seen as situational heroes or heroines. Rituals of acculturation and cultural renewal are followed. Significant rituals celebrate and transform core values. There is a balance between innovation and tradition and between autonomy and control. And there is widespread participation in cultural rituals. These theories were put forward decades ago; are these theories about positive school culture still relevant when applied in this day and age? The researchers will provide solutions in this study to address these queries.

Some previously published studies discuss school culture. For example, a study by Zhang and Makaiau (2019) looks at how a secondary public primary school in metropolitan Oahu, Hawaii, developed a healthy school climate over a fifteen-year period. The portrait study was designed and carried out using qualitative methodologies, which included 22 students being interviewed. Data study demonstrates the beneficial effects of one specific educational effort, philosophy for Hawaiian children (p4cHI). P4cHI assists in developing a culture and climate at the school that is characterized by intellectual security, student-centred inquiry, experiential integration, and a reputation to be proud of. Despite the fact that no two school communities are alike, this research highlights elements that can support and preserve a more positive primary school culture and environment in other settings. This study used a large sample for qualitative study which can be beneficial or vice versa.

This study is a good source because the research involves a big sample, but this also could be a weakness of the study since the 22 participants for a qualitative study will be time consuming. It is found that the purpose of this study is not to provide a ready-made school program or initiative that will seemingly fix or create a more positive elementary school culture or climate where teachers and staff work. Instead, it aims to provide educators with an example of a small public urban elementary

school that has used the p4cHI approach to support the development of a positive school culture and climate so that educators can design an approach that meets the needs of their students, faculty and staff, families, community, and the overall school context. This gives a good overview of how to investigate parents' preferences in choosing a school with a positive culture.

Another study of school preference comes from Erickson (2020), there are three findings from the study; namely, the first is that parents' reported choices for school characteristics are very consistent among the chosen programs. The second is that parents respect academic quality, but this is not necessarily their top priority in a school. The last is that parents compromise between their preferences when choosing a school. Due to their concern for their children's growth, parents place a lot of importance on school choices.

From those previous studies, we could identify the research regarding the school culture as well as the school preferences. However, this research more specifically looks at the perspectives of Gen Y parents who have good educational backgrounds, living both in an urban area and in an upper middle class family, toward the culture that is embedded in Syafana Islamic School.

Methodology

Research needs a proper methodology in order to produce results that are in accordance with the problems and research questions described previously. Research approaches are plans and procedures for conducting research that range from broad assumptions to specific data collecting, analysis and interpretation techniques. These distinctions are quite minor and mostly pertain to the varied types of problems addressed by qualitative, quantitative and mixed methods approaches (Creswell & Creswell, 2018). This study applies qualitative research for three reasons: first, the problems that occur in the Gen Y parents' perspectives need to be explored to obtain a deep understanding. Second, this approach will suit the audiences/participants because it deals with individuals who interact directly with schools. Third, this study relates to the different

personal experiences of each parent so it will certainly produce unique and varied findings. Consequently, this rationale is a necessary qualitative step for this research.

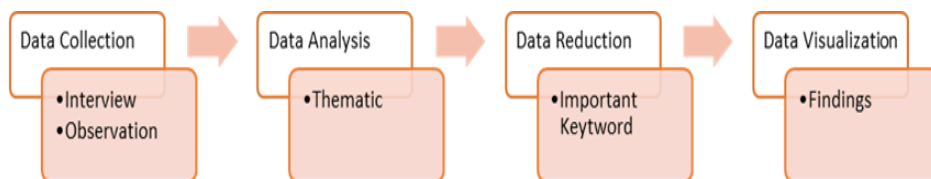


Figure 1. Research steps.

Case Study Design

This research is more inclined to a sociological case study because it focuses on specific phenomena that occur in how parents' decide on the schools they want for their children. The form of design of inquiry called a case study can be used in various fields, including evaluation (Creswell & Creswell, 2018). This study is adopting a case study for two reasons; first, this will provide the researchers with the specifics and complexity of a case, as well as an understanding of its behaviour in crucial scenarios (Stake, 1995). Second, this design is synonymous with the use of various kinds of research methods such as observation and interviews to explore in-depth investigation and provide diverse findings (Merriam, 1998).

Data Collection

In collecting the data, this study employs triangulation of data to obtain multiple and more diverse data sources in order to validate the findings of this study. Triangulation of data is examining evidence from the sources and using it to build a coherent justification for themes (Creswell & Creswell, 2018). In order to obtain triangulated data, the research employed observation and interviews with several different participants.

a. Observation

In this part, we performed an observation by visiting one of the good quality schools for the primary level in Tangerang, Indonesia named Syafana Islamic School. During observation, the focus is on gaining an understanding of the natural environment as it is experienced by the participants without alteration or manipulation (Gay et al., 2012). In conducting the observation, the researchers carefully observed programs, events, administrative documents, and school activities. Direct observations were made by going to the school in order to gather more information and in-depth details about the educational environment. These observations were conducted during office hours from 09.00 to 11.00 am on weekdays.

b. Interviews

This study uses semi-structured interviews. In semi-structured interviews, a researcher can pose questions to the group/individual that are sometimes not written in the question instrument; in short, questions can be formed in the field as necessary (Creswell & Creswell, 2017).

In the meantime, open-ended questions were delivered to get parents' opinions regarding the school culture. More specifically, each participant's interview lasted between 30 and 45 minutes and was performed in Bahasa Indonesia. Three components were investigated by this instrument: how parents in Gen Y saw the idea of school culture and how it affected their children's educational choices; how parents engaged with and their expectations of Syafana Islamic School; and how management regulations influenced the school culture.

The questions were generated by the interviewees from two different methods, both virtually via Zoom and also offline interactive by visiting the chosen school. Member checking is also used because the interviews were conducted in Bahasa to prevent confusion throughout the dialogue.

Data Analysis

An analysis plan for qualitative data should be detailed in the methodology section of a qualitative proposal or study. The overarching goal is to get meaning from many forms of visual and written content; similar to the layers of an onion, information must be dissected and then reassembled (Creswell & Creswell, 2018). This study merely focuses on the Generation Y primary parents' perspectives who enrolled their kids to study at Syafana Islamic School as the source of information. After the interview process, the researchers applied thematic-analysis to process the data manually, in an effort to best converge data from diverse sources at various periods (Creswell & Creswell, 2017, p. 51). The interview transcripts were carefully examined to gather the necessary data. It denotes that the information was categorized, evaluated regularly and continuously coded. The verbatim transcriptions of the recorded interviews, field notes and documents were checked frequently.

Research Subject and Instruments

The study takes place in Syafana Primary Islamic School located in Tangerang, Indonesia. The participants include five parents who enrolled their kids in that school, they come from various unique backgrounds that support this study; two housewives, two workers, and one on a school committee. Other participants included in the interview process were; one vice principal, two teachers, and three students from higher levels (fourth to sixth grades). The data focus on the Gen Y parents' perspectives regarding school culture and are supported by the background stories from the school in shaping school culture and their complexities in strengthening a strong culture.

Initial	Age	Occupation	Education	Child's Age
R1	42	Housewife	Undergraduate	10
R2	38	Housewife	Undergraduate	8
R3	40	Working Mom	Undergraduate	8
R4	36	Working Mom	Undergraduate	10
R5	37	Member in school committee	Undergraduate	10

Table 1. Demographic Data of Parent Participants

Initial	Age	Occupation	Education
R7	35	Vice Principal	Undergraduate
R8	33	Teacher	Undergraduate
R9	30	Teacher	Undergraduate

Table 2. Demographic Data of School Management Participants

Results and Discussion

The research findings are arranged based on the research questions which consist of three subsections. The first describes parents' preferences regarding the concept of school culture. The second elaborates on the role of school management in meeting parents' needs

according to school culture. The last looks at how school culture impacts students' improvement.

Therefore, this subsection will focus on elaboration of data regarding parents' preferences in choosing school culture. The first question asked to explore parents' perception was: "What are your considerations when choosing a school?" To analyse the data gathered, the responses were organized into the following table.

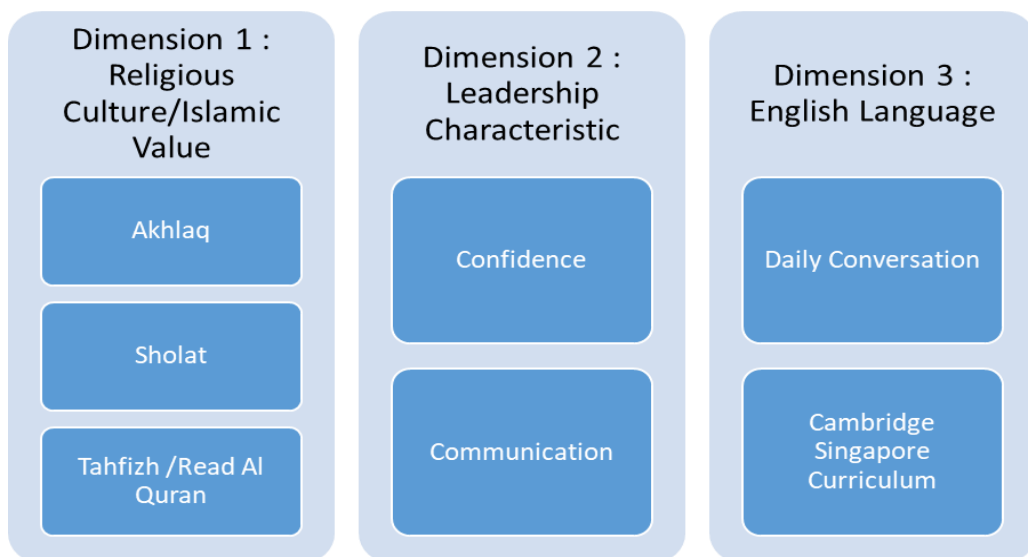


Figure 2. *Dimensions for question number one.*

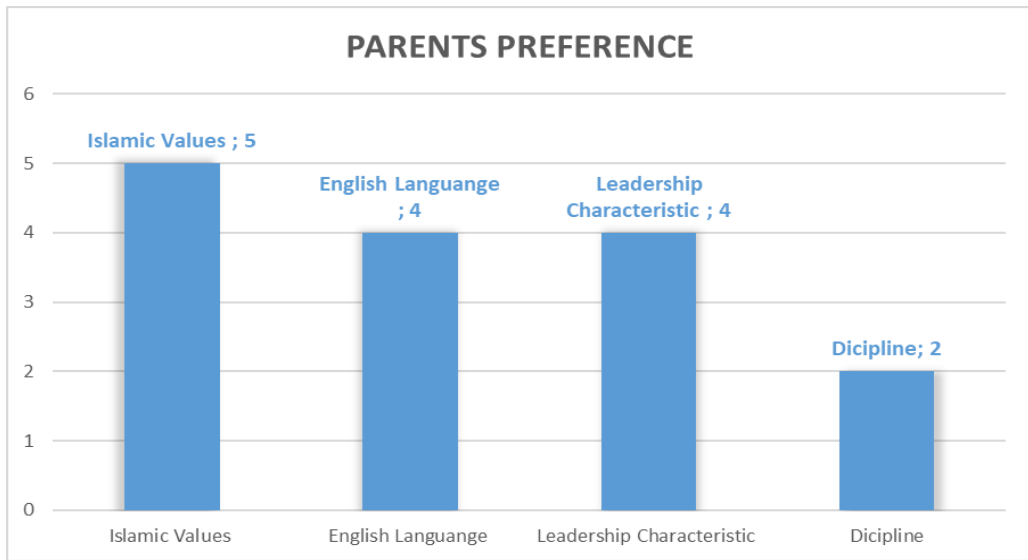


Figure 3. *Number of parents choosing the culture.*

The majority of respondents are in support of Islam becoming the dominant cultural element in the school. The majority of respondents were concerned with making Akhlaq cultivation a primary level priority. However, in this instance, parents are also having trouble instilling Islamic beliefs in their young children at home. The second thing they are concerned about is developing leadership skills in line with the school's purpose. Parents' expectations in the primary context focus on pupils' self-confidence and good communication with their friends, parents and other family members. The third is their concern for English language proficiency. They understand that English is the most important language that kids will need to get a job or start a business in the future.

Parents Preferences in Choosing School Culture

Transcript	Concept
<p><i>“Primary level is a crucial stage in learning, that’s why I chose a school which teaches the basis and fundamental knowledge that every child must have (Islamic values). I also need to foster a good and independent character in my children.”</i></p>	<p>Students get Islamic values & independence values</p>
<p><i>“Many schools offer good qualities, but Syafana provides both English and Arabic, this school also provides a lot of events to improve students’ confidence.”</i></p>	<p>Students get Islamic values, are able to speak English & develop confidence</p>
<p><i>“I do appreciate the teachers’ qualities from my friends’ stories. I also really like the Islamic values that Syafana upholds for their daily activities.”</i></p>	<p>Islamic values, students are able to speak English & quality of teachers</p>
<p><i>“I feel the importance of English language for my children’s future, besides that, Syafana also provides an Islamic school basis, this is an important part because we are not from a well-educated Islamic background. The big events provided by Syafana also enhance my children’s confidence because my son is an introvert.”</i></p>	<p>Students able to speak English, students get Islamic values, confidence</p>
<p><i>“The curriculum provided by the school is suitable to parents’ needs, it doesn’t only focus on school programs in students’ developments, but also on academic competence. So, my son can follow both academic and non-academic activities (leadership characteristic).”</i></p>	<p>Students get Islamic values, curriculum & confidence</p>

Management in Shaping School Culture

The school administration is dedicated to developing leadership skills in an Islamic manner. Management sponsors the majority of student events in order to improve students' self-confidence, leadership ability, activeness, and creativity in line with their vision and goals. However, schools also offer a setting where students can practice being good Muslims. According to the school, its programs typically benefit pupils in a variety of ways. The primary focus of the school is its students. The emphasis is therefore on improving their capacity by a personal approach. Even if schools still adhere to the national curriculum, another concentration is on improving English in daily interaction.

Transcript	Concept
<i>"Students are involved in many school events that engage students to enhance their confidence, leadership, activeness and creativity."</i>	Build in leadership character
<i>"Students perform daily 'Wajib and Sunnah' prayers, starting and ending every class by reciting dua, and reciting and memorizing Al-Quran before the class. Students' doing Sedeqah Jum'at."</i>	Religious environment
<i>"Teachers approach students based on the students' characters and needs. On the other side, the school also provides students with psychologists and counselors. Then, focus on students' multiple intelligence."</i>	Personal approach
<i>"Teachers are regularly training in English with native speakers, and students are encouraged to use English in their daily conversation and their teaching and learning activities are commonly conducted in English."</i>	Daily English conversation
<i>"School regularly conducts events such as assemblies, excursions, and entrepreneurship."</i>	Conducting students' events

Students' Improvement

Transcript	Concept
<p><i>“I have two children, one has graduated and he has shown his improvement after graduating from Syafana primary school. Meanwhile, my other child is now in the third grade of primary school, and I still could not see a significant improvement because I still need to remind her to do a worship.”</i></p>	<p>Improved after graduating from Syafana</p>
<p><i>“My children have made special improvements in their academic life, especially in Islamic and Arabic subjects. Both of my children are introverts, but they can perform well in front of many people, and they are really enjoying their school activities.”</i></p>	<p>Improved in academic ability and confidence</p>
<p><i>“I am proud, because both of my children can proceed with worship without any enforcement. Compared to others, my children behave better.”</i></p>	<p>Improved in practicing Islamic concepts in daily life</p>
<p><i>“My son shows his interest in learning math, and he tends to speak English in his daily activities.”</i></p>	<p>Improved in academics & English language</p>
<p><i>“I am happy that my son has a good initiative in supporting me to wear the Syar'i Hijab, and he proceeds with the prayers five times in a day without my instruction. He is also having good communication with his friends”</i></p>	<p>Improved in English, confidence, religious behaviour</p>

The Parents' Perspective: Religious Culture

Of the five respondents, the majority saw their children progressing positively in terms of Islamic values; *Akhlaq*, *sholat*, and *tahfidz* activity. The majority of parents have low levels of Islamic education, thus they absolutely require the school to instill Islamic ideals in their young children. On the other hand, the parents believe that today's world is unlike their own. They must prioritize *Akhlaq* as life becomes more complicated and technology advances. In this situation, the Islamic approach will teach their children how to be good Muslims and decent people.

In addition, parents are concerned about the development of religious character. In other words, their focus is on religious character. This statement is explicitly mentioned by the parents:

I think the biggest challenge in the parenting life is nurturing good behaviour, as we know, kids in this generation watch YouTube and play online games, and they face the digitalization era which will impact their behaviour. Facilitating Islamic values is the best way to avoid their rebellion; religious culture helps them to be a nice person.

This comment from the parents is reminiscent of the study from Marini et al. (2021); the availability of worship facilities, religious ceremonies, and religious symbols support character building in the context of religious school culture.

The Parents' Perspective: English Language

In this era of globalization, parents think that language is the key to connecting with knowledge from a broader perspective. Parents realize that in the future, people will be connected around the world. Students need to practice in the English language, so they can pursue their higher education at an international university. This finding aligns with the study by Rosepti et al. (2022). The study finds that parents seem

to put high expectations on their children to be engaged in the development of English literacy in today's era. In short, parents want to facilitate the English language to help students face their future related to getting a higher job and connecting with people around the world in their businesses later on. English as a lingua franca will drive children to have the capability in building international experiences in the modern and diverse era (Rosepti et al., 2022). Thus, parents need to provide from the primary level to help their kids face global challenges.

The Parents' Perspective: Leadership Characteristics

The school's mission is to produce Muslims who have strong faith (*Aqidah*), broad knowledge, noble character, high skills and creativity, independence, high achievement and strong leadership. Leadership skills programs align with the parents' perspectives. The definition of leadership skills based on their point of view are confidence and communication skills. Since they are conscious that their kids are in the development stage, they highlight confidence as the first trait students need together with communication skills. They appreciate when their child is able to communicate their ideas through story or systematic words. They also put high expectations on kids' creativity and critical thinking.

We really appreciate how my kid's communication and confidence is developing well. They demonstrate the material through projects in assembly events. Another point to be highlighted is about how the school maintains a tight schedule between non-academic and academic purposes. In non-academic events, the school provides events that might develop confidence and communication skills.

On the basis of this assertion, parents are persuaded that encouraging pupils to demonstrate their ideas through events and presentations is the most effective method for fostering communication. They feel that communication skills are a component of leadership

abilities. Communication abilities are necessary in the twenty-first century. Teaching and learning through presentation methods improve students' communication skills, self-assurance, courage and sense of responsibility (Sugito et al., 2017).

As well, pupils participate in school events at least seven times per semester. They perform on stage through role play, singing or dancing in addition to presenting information about a subject. Students are encouraged to imitate performers on stage, which largely addresses the psychomotor domain of student learning. In other words, in order for pupils to learn how to speak with self-assurance in front of a crowd, it is essential that they improve their communication abilities (Moneva & Tribunalo, 2020). In conclusion, Syafana Islamic School satisfies parental expectations about the development of leadership skills by fostering confidence and communication.

The Influence of School Culture on Students' Improvement

Practicing Islamic values, the ability to work in the English language, and leadership skills are developed well during children's learning journey in the school and at home. Syafana Islamic School maintains religious culture through performing *duha* and *dzuhur* prayers together. Before the start of the class, students should memorize Al-Quran (*tahfizh*) and listen to *tausiyah* from the teacher. *Tausiyah* is the process of informal *dakwah*. This program aims to inculcate students with Islamic values which accommodate the development of morals and character. The availability of worship facilities, religious ceremonies and religious symbols supports character building in the context of religious school culture. Hence, Islamic values inculcated by Islamic school aim to prepare students facing the challenge in the next step of their future life (Susanti, 2018). In short, SIS provides activities to enhance students' morals according to Islamic values.

The confidence of the students has improved the most through events. In order to boost students' communication and confidence, SIS organizes the majority of their events. Parents are quite appreciative of the teachers' handling of the stage presence. Students' confidence is

significantly impacted by this concept. They can first observe how teachers' inventiveness might influence pupils' enthusiasm. The learning process is, however, genuinely enjoyable for students, who consistently provide their best effort.

A third area concerns the academic field. Although the school focuses on fostering pupils' confidence through organized events, the school offers a variety of activities that relate to academic subjects or learning objectives. As an illustration, an assembly event is held to put the material into practice. In the assembly, students can perform a presentation on an assigned topic or carry out a science experiment. They can also sing and act out the assigned content. Students were able to comprehend their instruction using this notion. Additionally, as part of their regular schoolwork, pupils are also occupied with worksheets. Drilling ideas are still available, and teachers are very helpful in a one-on-one setting if the students are having trouble with the procedure.

Syafana Indonesia is one of the schools that conducts Islamic values within Al Azhar Curriculum, national curriculum and Cambridge Singapore curriculum. This school sets the curriculum that would be needed by students and parents in this generation. Syafana Islamic School commits to upholding "*modernisasi*" in Islam that can be adopted for those who want to learn about Islamic values in a "smooth" way. Therefore, the school highlights what parents expect from their kids' education. Some parents share their experiences, mainly due to the unique perspective of each parent emphasizing their perspective and making suggestions to the school.

Based on Gen Y parents' perspectives as digital natives, they tend to have big expectations of the teachers, particularly in terms of the way teachers provide information about their children's development. As stated by Black (2010) the improvement of the digital world means Generation Y is able to communicate and share their ideas with others in a separate place. Therefore, from the interviews, we could see that parents mostly complain about the teachers' attitude if they do not have good communication skills regarding reporting the progress of their kids in school.

All respondents in this research perceived a positive attitude in responding to the learning at Syafana Islamic School. Moreover, Islamic values, leadership characteristics, English language and discipline values are in the school culture that they chose as a school preference. This also highlights their expectation of children's learning experiences and their influence towards school culture. Most of the respondents fulfil their needs for student improvement through the school culture. Therefore, other parents make their suggestions to improve school values and achievement. However, in the context of this study, the study found that religious culture is strongly crucial in parents' preference in choosing a school. Thus, the role of the principal and teachers is crucial for shaping a positive culture. Syafana Islamic School provides most of the program to engage students in Islamic values.

Triangulation of data

Since the number of participants in this study is limited to only five parents, this study tried to validate the findings using triangulation of the data. In this case, the authors used students', parents' and management's viewpoints to obtain multiple and more diverse data sources.

Student's Perspectives

The responses to the interview questions suggest that the majority of kids enjoy playing and sharing their stories with the teacher. Students view the teacher as a buddy. The interviews revealed that they are happy because they have free time and their teachers are creative, making the learning process enjoyable. Aside from that, students value teacher communication with students. Teachers seek to comprehend the emotions and needs of their students through effective communication. Thus, students have a positive environment fostered by their peers, teachers and school administration.

I love the time when teachers give us leisure time after a long project or weekly assessment. Teachers are caring people. They help us, listen to us, even share personal problems. We have burdens of course but they're balanced with the chance to play in the playground or explore the library.

In light of this finding, earlier research has demonstrated that teacher-student connections improve student engagement and favorable student outcomes (Klassen et al., 2012). Jennings and Greenberg (2009) discovered that instructors who invest attention in building warm and supportive relationships with their pupils are likely to experience greater levels of well-being, as well as reduced emotional stress and burnout.

Teacher's Perspectives

Teachers at Syafana Islamic School emphasize the personal development of their pupils' potential. They maintain excellent relationships and participation throughout the sessions. The teachers' challenges in SIS are primarily based on diverse academic accomplishments and parents' perspectives.

We give our best as teachers. We try to not compare the students. Because they are special in their own way. Therefore, as a teacher we have targets in the academic field. We follow learning objectives and make sure every student reaches their target and utilizes the learning process that we have. On the other hand, our challenge is their difference in ability. We try to be concerned with their potential along the learning process. We try to connect to their needs.

This implies that caring and effective communication are the most effective methods for student engagement. Teachers additionally monitor the children's development and constantly update parents on

their progress. As far as SIS teachers are concerned, they communicate primarily using the WhatsApp app. When teachers and parents converse, two-way communication takes place. Effective discourse “emerges from increased trust, mutual care, and an appreciation of divergent viewpoints” (Lawrence-Lightfoot, 2004). A teacher may contact parents to celebrate a student’s academic success.

Management’s Perspectives

Analysis and interviews with the school administration at Syafana Islamic institution revealed an emphasis on the school’s vision and goals. The administration of the school strives to uphold a religious culture that emphasizes morality as a Muslim, focused on doing daily rituals based on Islamic beliefs and cultivating admirable traits as a Muslim. Management focuses on a personal approach between principals and students, teachers and students, and vice versa, as this common pattern has been identified. Management attempts to cultivate a positive school culture among all school members. Successful school principals have testified that focusing on the school’s culture as a learning environment is crucial for boosting teacher morale and student achievement (MacNeil et al., 2009).

Additionally, school principals sustain teacher motivation through a personal approach. They evaluate teacher support for students’ potential without distinction. The aim is measured by the administration of schools based on their vision and mission. To retain emphasis on their objective, management organizes weekly meetings and keeps students, teachers and parents engaged. When an organization has a clear knowledge of its mission, why it exists, what it must do, and whom it must serve, its culture will ensure that things run smoothly (MacNeil et al., 2009).

Two parents favor a school culture that emphasizes discipline. They assert that discipline is the key to success in whatever field a child chooses. Throughout the interview process, the researchers asked questions about discipline in greater depth of parents who did not select discipline as their preferred aspect of school culture.

I don't choose discipline as the important thing in primary level. Because students need to inculcate their creativity at this level. So, I just let my children develop their critical thinking and creativity and let them learn about discipline at the next level.

Discipline is important and I believe that when they start to perform *sholat* five times (religious culture) that is also part of discipline.

According to Gong, et al. (2009), discipline seems to help students be more careful with making careless mistakes. Most parents think that primary level self-discipline can be started by performing *sholat* on time. Trying to build self-discipline and religious values are still most important because they can also be embedded with discipline values.

Conclusion

The research shows that Gen Y parents have high expectations in determining formal education institutions for their children. The results of the interviews show that parents decided to send their children to Syafana Primary Islamic School based on three aspects that the school emphasizes; namely, Islamic values, English skills offered, and leadership characteristics that are practiced in the daily activities of school life. So parents will not object if, from an economic standpoint, they have to spend more than public primary schools around the area to achieve the school culture that they need.

In formal institutions, parents play an active role in the process of school progress and improvements, therefore, this research on parents' perspectives will hopefully be useful for schools as a measuring tool in school performance, and parents who are selecting a school can consider bringing this study to their attention. In addition, the validation of school management, teachers and students is involved in the triangulation of data. The results turned out to be focused on the needs of parents, so it

can be said that Syafana Primary Islamic School has largely tried to adjust the school culture to what parents expect in return.

Although in the field there are still some complaints about how communication occurs between class teachers and student guardians, what makes research unique is that there are always two sides to the coin, demonstrating that the significance of ongoing unrest can be demonstrated through writing or research. The survey can be expanded to a number of schools from numerous different cities or even countries to explore broader ideas on how a successful school culture influences parents' school selection decisions.

After providing the whole discussion of the Gen Y parents' perspective as well as school cultures, the researchers offer suggestions for educational practitioners to create a positive school culture to convince parents to choose the school for their children. For future scholars, this study will help them uncover perspectives on a brief discussion of the distinctions between generations X, Y, Z and Alpha, as well as serve as a source for other terms relating to this study.

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