

The Moderating Effect on Community Intention to Believe in Excellent Islamic Schools Education

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ABSTRACT: *This research aims to describe and test the independent variables of attitude, subjective norms and self-efficacy, which can influence people's motivation to send their children to excellent Islamic primary and secondary Schools with two moderating variables, Trust and Service involvement. The research design is quantitative survey research. The sampling technique was carried out by purposive sampling. The research respondents were a community in Klaten Regency who intended to send their children to a number of excellent Islamic primary and secondary Schools, with a total number of 110 respondents. The Structural Equation Model test is used in research to simultaneously test the relationship between variables. The results of the validity, reliability and goodness of model tests are declared fit and proven that there is a direct influence of attitude values, subjective norms and cell-efficacy on intentions. The moderating test of the trust and service-involvement variables can strengthen the emotional norm attitude and self-efficacy variables on parents' choices to send their children to excellent Islamic schools. In the future, excellent Islamic schools must maintain or further increase public trust in the quality of learning services. The increasing rate of excellent Islamic primary and secondary education services leads to increasing competitive excellence.*

Penelitian ini bertujuan mendeskripsi dan menguji variabel bebas *attitude*, *subjective norms* dan *self-efficacy* mampu memengaruhi motivasi masyarakat meyekolahkan anak mereka di sekolah dasar menengah Islam unggulan dengan dua variabel pemoderasi *trust* dan *service involvement*. Desain penelitian berupa riset kuantitatif survey. Teknik sampling dilakukan secara *purposive sampling*. Responden riset masyarakat di Kabupaten Klaten yang memiliki intensi menyekolahkan anak mereka di sejumlah sekolah dasar dan menengah Islam unggulan sebanyak 110 responden. Uji *structural equation model* digunakan dalam riset untuk menguji hubungan antar variabel secara simultan. Hasil uji kesahihan, keandalan dan *goodness of model* dinyatakan fit serta terbukti terdapat pengaruh langsung nilai- nilai sikap, *subjective norms* dan *sel-efficacy* terhadap intensi. Uji pemoderasi variabel *trust* dan

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service-Involvement mampu memperkuat variabel sikap norma subyektif dan efikasi diri terhap intensi orang tua menyekolahkan anak mereka di sekolah Islam unggulan. Sekolah Islam unggulan di masa mendatang harus tetap mempertahankan atau lebih meningkatkan rasa percaya masyarakat pada mutu layanan pembelajaran. Semakin meningkat mutu layanan pendidikan dasar dan menengah Islam unggulan bermuara pada semakin meningkatnya keunggulan daya saing.

Keywords: *Strong Motivation, Community Trust, Service Involvement, Superior Schools.*

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I. INTRODUCTION

Primary and secondary education in Indonesia is currently being tested by various problems that have emerged after the pandemic. The assessment results of Indonesian children's learning quality before and during the pandemic were surprising. The World Bank reported that elementary school students in Indonesia experience learning loss or loss of learning achievement for an average of 11 months due to the Covid-19 pandemic. This means that students are considered to have lost learning or not learned anything during that period. If this phenomenon is left unchecked, students will not only have difficulty in school but have difficulty entering the world of work. These findings show that students lost Mathematics subject skills equivalent to 11.2 months of learning and 10.8 months of language skills. One of the fundamental causes is the closure of schools during the Covid-19 pandemic (Ikhwan & Qomariyah, 2022). The global pattern shows that one month of school closure can be associated with one month of learning loss (Teristonia et al., 2022). Learning loss means students need help understanding what they are learning. This condition can last until the student moves up to grade. Students can move to a higher class but need help understanding the lower-class material (World Bank, 2022). Learning loss can be understood as a loss of student knowledge and skills, such as academic setbacks due to discontinuity in the educational process (Roy et al., 2023). Learning loss can affect the quality of school graduates and make schools unable to meet graduate competency standards. Graduate competency indicates a school's success in achieving learning goals (Ferlia et al., 2023).

Apart from the problem of learning loss, during the pandemic in the last two years, disturbing images emerged on various social media regarding violence in the world of education (Damanik, 2019). These various broadcasts gave rise to news of rude behaviour by students towards teachers, teachers towards students' behaviour between students, and there was even a case of the death of an honorary fine arts teacher in Sampang, Madura, due to being beaten by students. This worrying phenomenon adds to a series of dark problems in the national education system, mainly primary and secondary education. The irony and issues in education cannot be separated from the influence of the pattern of subject-object relations established in science. This relationship pattern is rooted in the objectivity of science. The education system in Indonesia is not objective, and there are several weaknesses in the national education system. Flaws in the plan include principle problems, goal problems, organizational problems, curriculum problems, teaching method problems, evaluation problems,

student problems, educator problems, facility problems and financing problems (Damanik, 2019).

Improving the quality of primary and secondary education in Indonesia has a strategic position in laying the foundation for educational development in the following stages. The concept of excellent Islamic elementary schools that emerged in the early 2000s offered an alternative solution to the concerns of some people who wanted an Islamic educational institution committed to implementing Islamic values in the learning system (Ismala et al., 2022). This system includes general learning and Islamic religious education practised in teaching and learning. In the concept of excellent Islamic education, theories learned in class are directly applied in everyday life. Islamic education is believed to build quality education by integrating various components and strengths (Ahmad, 2015). This concept is expected to produce human learners in Indonesia who are competitive and have high integrity, morals, faith, and purity.

Research activities with the theme of excellent Islamic primary and secondary education models are essential for current researchers because this research tries to elaborate on a model already strong in the science of consumer behaviour, namely the Theory of Planned Behavior. This research has the novelty of modifying an already robust model in behavioural science, namely the theory of planned behaviour, by adding two moderating variables. Moderating variables can strengthen the independent variable against the dependent variable. This research examines factors that enhance intentions, and more research still needs to be done on the same theme. This gap research opens up opportunities for researchers to propose models of strong motivation for people to send their children to excellent Islamic primary and secondary schools influenced by attitude variables, subjective norms of self-efficacy, and trust and service involvement as moderating variables.

Theory planned behaviour is a theory of individual behaviour that has become a vital reference model for behavioural research in various reputable journals. This theory explains that individual behaviour with high involvement requires confidence and evaluation, which requires independent variables in attitudes, subjective norms and self-efficacy to influence actual behaviour (Bosnjak et al., 2020). There is a mediating variable, namely intention, which arises due to the influence of various situational factors that lead to behaviour changes. The decision to send children to excellent Islamic primary and secondary schools in Indonesia is currently considered to require high costs. Still, excellent quality educational services accompany the high prices. For the people of Klaten Regency, the intention to send their children to an outstanding Islamic school requires high involvement. Individual parents' decision to send children to excellent Islamic primary and secondary schools can involve various internal factors such as perception, personality, intentions, learning and attitudes. External factors such as friends, neighbours, reference groups, and family greatly influence individual parental preferences. External factors that can influence choices and behaviour are known as subjective norms. In the decision-making process at an advanced stage, individual parents of students will control the behaviour they feel (self-efficacy). This condition makes parents increasingly confident that these actions will become more accessible or more challenging. This phenomenon arises because of the parent's ability to understand the various risks that arise and the obstacles they will face when making a decision.

Zahra et al., (2022) Conducted research to produce a definition of the independent variable attitude. Attitude is an individual's tendency that can be learned to respond to

an object simultaneously. Attitude is an affection or feeling that arises from stimuli. Based on this phenomenon, a definition is referred to, attitude is an individual's tendency through experience, learning process activities to respond or receive stimulation from an object consistently. Attitudes are formed through a process that requires learning from within the individual.

Research by (Tran et al., 2023) resulted in the discovery of the concept of subjective norms. This perception arises from the minds of individuals and other parties who support and do not support the emergence of an action. Subjective norms occur as a result of a belief that a person has. Ideas can come from others or perceptions of individuals facing social pressure to carry out an intention and behaviour.

Intention is an individual's strong tendency to take an action or not a step. Explained that behavioural control can play a direct or indirect role in behaviour through a mediating variable called intention. The part of perceived behavioural control on behaviour, directly and indirectly, is still a hot topic of discussion in academic journals, with various controversies emerging in contemporary social science research. Intentions can be further strengthened in their influence on actual behaviour by adding multiple other variables to the model. Research findings Ahmad states that the ability to influence moderating variables is the key to further strengthening the influence of independence and intention on behaviour (Ahmad, 2015).

Several researchers have researched moderating variables, where analysis has been carried out to measure consumer behaviour. Several researchers explain that Trust values are related to risk. (Mohayidin & Kamarulzaman, 2014; Suhendro, 2023) Stated that trust through knowledge of personal values is part of individual interpersonal relationships. Faith will become more potent if the command received by individuals emerges clearly and individuals become increasingly confident in the success of excellent Islamic primary and secondary school education for students. Other individual experiences related to the success of quality management of excellent schools can graduate students who are intelligent, devout and pious, strengthened by the values of service involvement and excellent Islamic education, which is expected to be able to support parents' confidence in sending their children to excellent Islamic primary and secondary schools.

Trust and service involvements are taken as moderating variables because these variables are non-controlling for the research object. Controlled variables should act as independent variables and dependent variables. Non-controlled variables have an indirect role in forming the model therefore these variables cannot be separated and can only be treated as moderating variables (Ferdinand, 2014).

Bosnjak et al., (2020) Explained that the theory of planned behaviour is still flexible and can be expanded by adding various independent, moderating, and mediating variables, which are expected to demonstrate the variance of individual intentions and Behavior significantly. The theory of planned behaviour construct is considered appropriate as a predictive power for an individual's comprehensive purposes and Behavior that combines Islamic values and syariah/sharia principles (Kasri et al., 2023). However, there are still inconsistencies in previous research regarding the influence of the Theory of Planned Behavior, which focuses on three determinants of intentions, namely attitude, subjective norms, and self-efficacy. Attitudes, subjective norms and self-efficacy are the most significant determining factors in determining intentions to consume sharia products and services (Amalia et al., 2020; Maichum et al., 2017) while

research by (Marmaya et al., 2019) stated that attitudes do not influence consumers' decisions to purchase products and sharia services. In the future, the indicators of this model variable can be further developed and are still relevant for application to various other research objects. Based on the concept development of the theory of Planned Behavior, the novelty of this research is carried out by modifying the model by adding two moderating variables.

According to research (Muttaqin, 2023), the implementation of sound and well-planned excellent Islamic school education management will have an essential influence in consistently forming several Islamic values for all elements of teaching and education staff and students. The Islamic values taught include honesty, transparency, kinship, helping others, self-development and respect. The success of implementing Islamic values in an educational institution depends on how individuals can make decisions to actively follow religious values and accept or reject these values as part of the structure for building character as a Muslim.

In the concept of integrated implementation of excellent Islamic schools, according to (Ahmad, 2015) findings, it is explained that there is integrated implementation including curriculum integration between the Department of Education, Ministry of Religion and local content, combined balance of Social Quotient, Emotional Quotient and Intelligence Quotient, integrated formation of human maturity including physical, spiritual and senses, integration of learning resources, media teaching aids and materials. Moreover, the most important thing is the integration of principles in educating children between school, parents and the environment, the integration of *maaddah* (material) which includes *qauliyah* (verbalistic) and *kauniyah* (empirical).

By applying a well-established theory, namely the theory of Planned Behavior, researchers are interested in developing a model of antecedents of parents' intentions to send their children to excellent Islamic schools. The research results on various previous models can present findings that are not necessarily appropriate to current conditions, especially regarding the application of object characteristics as respondents and the operationalization of quantitative research models in the Klaten Regency area of Indonesia.

In general, the research aims to develop a model of individual solid motivation, namely that parents send their children to excellent Islamic primary and secondary schools, which can act as a strategy to achieve competitive service involvement in outstanding Islamic school educational institutions in the future. The benefits that can be obtained from this research activity are for science, through the robust motivation model of parents sending their children to excellent Islamic primary and secondary schools it can be provided with empirical evidence of the importance of motivational antecedents; at the methodological level, through an antecedent approach based on motivation, this research can provide a complete picture of the behaviour intention of parents sending their students to excellent Islamic primary and secondary schools in Indonesia, influenced by attitudes, subjective norms and self-efficacy with Trust and Service-Involvement as moderating variables. Specifically, the conceptual model in this research is:

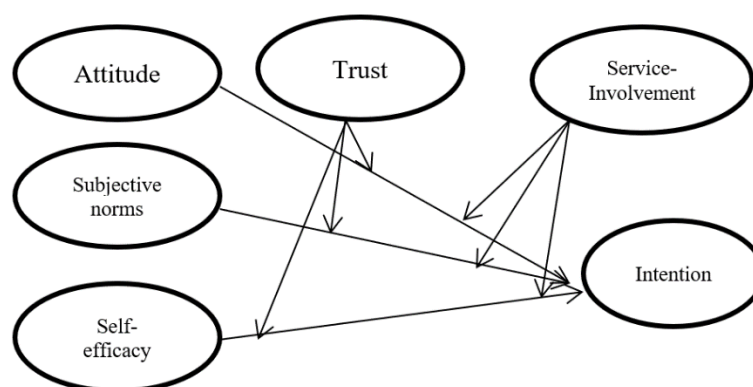


Figure 1. *Conceptual model*

II. METHOD

The research objective is to examine whether the dependent variable in the form of parents' motivation to send their children to excellent Islamic primary and secondary schools is directly influenced by three independent variables in the form of attitude values, self-efficacy and self-efficacy with confidence and service involvement as moderators. The output of research activities at the next stage is in the form of a significant impact of the model on intentions and behaviour, which can be used as a reference for developing learning models for excellent Islamic primary and secondary schools.

The dependent variable attribute of intention to send children to excellent Islamic primary and secondary schools is measured using an interval scale and adapting indicators that have been developed Yuhanis Abdul Aziz with adjustments: always want to send children to excellent Islamic schools, willing to wait from the start of registration to excellent Islamic schools, willing to pay additional costs to send children to excellent Islamic schools, intention to recommend that other parties send their children to excellent Islamic schools (Aziz & Chok, 2013). Attitudinal attributes include feeling optimistic about sending children to excellent Islamic schools, positive views on the success of children graduating from excellent Islamic schools, belief in the superb quality and learning methods of excellent Islamic schools (Cruz et al., 2015), subjective norm variables include intentions to send children to school in excellent Islamic schools are family recommendations, recommendations from friends or reference groups for religious activities, offers from social media and requests from partners (Setiawan et al., 2020), self-efficacy variable: potential for success in children's education, children have the confidence to carry out their education at excellent Islamic schools, children have mental maturity (Astri & Latifah, 2017; Kustiawan & Pandansari, 2023), the variable trust in the brand of excellent Islamic schools as a moderator is measured through indicators adapted from (Delgado-Ballester & Munuera-Alemán, 2003; Morgan & Hunt, 1994) including the reliability of unique Islamic school brands, the ability of excellent Islamic schools to predict, the competency of Islamic school brands and the reputation of excellent Islamic schools (Apostolopoulos et al., 2023; Brown et al., 2018). The attribute of the service involvement variable as a moderator is measured through indicators adapted from Zaichkowsky including the perfect Islamic school learning model is essential, closely related to the morals of students' lives in the future, has added value, is a need and desire (Sang & Hiver, 2021; Zaichkowsky, 1986).

The type of research is quantitative with a survey method, which was carried out by primary data sources distributing questionnaires directly, both offline and via Google, to subject and informant the parents of students who intended to send their children to excellent Islamic secondary schools. The target domicile of respondents was 110 respondents as a sample in five sub-districts of Klaten Regency. The sampling technique was carried out by purposive sampling. Model analysis was carried out by testing the validity and reliability of the model and confirmatory factor analysis through multivariate correlation regression tests using the AMOS 21 program.

III. RESULT AND DISCUSSION

Respondent Characteristics are Used to See the Profile of Respondents in Research

Respondent's Age

Here is the distribution of respondents, students' parents who are intensely interested in sending their children to the excellent Islamic primary and secondary schools in Klaten based on age. The complete categories of respondents' ages are presented in table 1.

Table 1. Aged respondents (n=110)

No	Age	Percentage
1	28-40	70
2	41-65	30

This can be interpreted as most respondents having a young household age and having an advanced mindset to commit to sending their children to an excellent secondary school with a religious nuance.

Family Income

The distribution of respondents based on family income found that most respondents had middle to upper income. The complete categories of respondents' family income are presented in table 2.

Table 2. Family income (n=110)

No	Income	Percentage
1	< 2 million	10
2	2 million - 8 million	60
3	> 8 million	30

This means that even though excellent Islamic elementary schools charge enormous monthly operational costs for students and parents committed to the quality of education for their children, this is not a problem because it is supported by sufficient family income.

Validity Test

Validity testing is carried out to determine the reliability of the questionnaire in measuring what it should count. The validity measurement in this research shows the amount of variance of the indicators extracted by the latent variables/constructs that have been developed. According to the panel agreement, the extract variance value that can be accepted is above or equal to 0.50. The complete validity test results are presented in table 3.

Table 3. Validity test (n=110)

No	Variables	Variance Extract
1	Attitude	0.64
2	Subjective norms	0.72
3	Self-efficacy	0.73
4	Trust	0.55
5	Service involvement	0.62
6	Intention	0.60

Source: primary data processed 2023 with AMOS 21

Based on the validity test results in table 1, the variance extract value for all research variables meets the required criteria. These results conclude that the amount of variance of the attributes extracted by the latent construct can measure what is commonly measured.

Reliability Test

Reliability testing tests how far a measuring instrument can be relied upon or trusted. It can also be interpreted as the extent to which a measuring device can provide relatively the same results if repeated measurements are made on different objects. In this research, the reliability test used the reliability construct value. The minimum reliability value of the indicators forming latent variables that the panel can accept is 0.70. The complete reliability test is presented in table 4 below.

Table 4. Reliability test (n=110)

No	Variables	Reliability
1	Attitude	0.88
2	Subjective norms	0.77
3	Self-efficacy	0.75
4	Trust	0.88
5	Service involvement	0.87
6	Intention	0.92

Source: primary data processed 2023 with AMOS 21

Based on the reliability test in table 2, the reliability construct value for each latent variable is above 0.7. This result concludes that each question attribute in the questionnaire is trusted to test the model in the next stage

Data Analysis

The framework of the research model and feasibility test based on moderating variables through interaction tests is outlined in Figure 2 below:

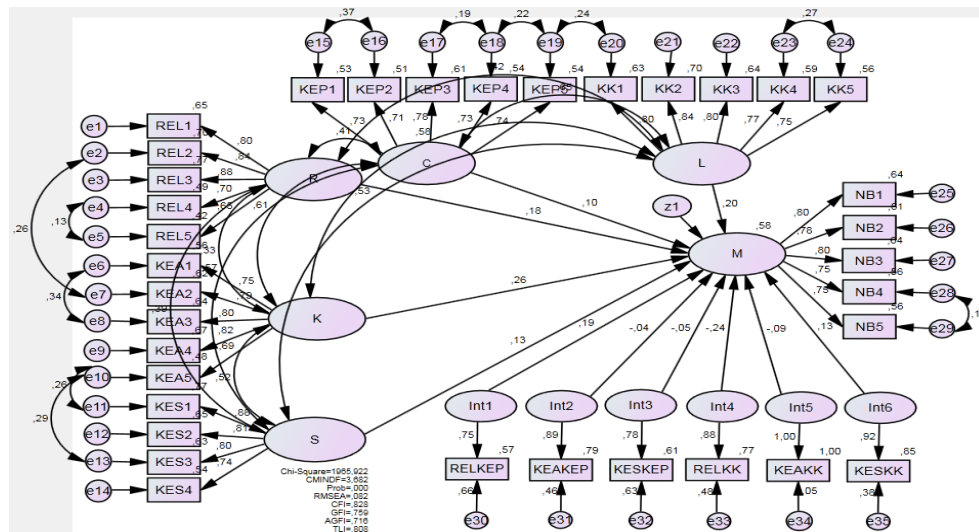


Figure 2. Model framework and feasibility test results with AMOS 21

The test results on the feasibility of the SEM model are described in Table 5

Table 5. Full model feasibility test results

No	Good of Fit Indeks	Cut off values	Result	Model Evaluation
1	Chi square	< 385.058	1965.022	Relatively good
2	Probability	> 0.05	0.000	Less good
3	RMSEA	< 0.09	0.082	Good
4	GFI	> 0.70	0.759	Good
5	AGFI	> 0.70	0.716	Good
6	CMIN/DF	< 2.00	3.682	Less good
7	TLI	> 0.80	0.808	Good
8	CFI	> 0.80	0.828	Good

Source: primary data processed in 2023 with AMOS 21

Based on the feasibility test of the causal relationship model, the dependent variable, intention, is directly influenced by three independent variables in the form of attitude values, subjective norms and self-efficacy with trust and service involvement as moderators, it is concluded that the model is appropriate or fit. The suitability of this model is proven in the primary data test findings through the significance of the chi-square value.

Hypothesis testing

Hypothesis testing in this research was carried out based on the Critical Ratio (CR) value of a causality relationship. The results of the research hypothesis test are presented in full in table 6.

Table 6. Hypothesis testing

No	Element	Estimate	SE	CR	P	Result
1	Attitude -> Intention of excellent Islamic Schools	0.369	0.182	4.009	< 0.001	significant
2	Norm suby -> Intention of excellent Islamic Schools	0.406	0.088	5.367	< 0.001	significant

3	Self efficacy -> Intention of excellent Islamic Schools	0.357	0.057	3.257	< 0.001	significant
4	Interaction1-> Intention of excellent Islamic Schools	0.384	0.307	3.665	< 0.008	significant
5	Interaction2 -> Intention of excellent Islamic Schools	0.407	0.433	3.420	< 0.016	significant
6	Interaction3 -> Intention of excellent Islamic Schools	0.352	0.666	3.156	< 0.044	significant
7	Interaction4 -> Intention of excellent Islamic Schools	0.484	0.427	4.265	< 0.042	significant
8	Interaction5 -> Intention of excellent Islamic Schools	0.517	0.543	4.320	< 0.006	significant
9	Interaction6 -> Intention of excellent Islamic Schools	0.642	0.445	3.356	< 0.034	significant

Source: primary data processed in 2023 with AMOS 21

Hypothesis testing from Table 6 shows that three independent variables can significantly influence parents' intentions to send their children to excellent Islamic primary and secondary schools because they have a positive direction and Critical ratio and probability values < 0.05. From the findings of this research, it can be concluded that attitudes, subjective norms, and self-efficacy can influence intentions, and the two moderating variables, trust and service involvement, can strengthen the antecedents of intentions.

Moderation and Community Intention to Trust Madrasah Ibtidaiyah Education

The presence of excellent Islamic primary and secondary schools has given a new colour to the development of education in Indonesia; these educational institutions are now widespread in Indonesia. This is different from the three other existing educational institutions, namely Islamic boarding schools, madrasas and public schools. Excellent Islamic primary and secondary schools have a vision of combining religious education which is the hallmark of Islamic boarding school education and modern education which is the hallmark of general education. The difference with madrasah (elementary school) is that even though they both combine available learning and religious learning, excellent Islamic primary and secondary schools combine both learning materials into the students' personalities in the realm of real life in school, family and society. Adequate learning technology facilities encourage increased educational operational costs. The majority of these schools are only accessible to secondary-class Muslims. Excellent Islamic primary and secondary schools can display a new style of re-Islamization of Indonesian Muslim society. In the past, re-Islamization was carried out in mosques and through extensive recitations. The process is carried out through Islamic religious learning in schools (Muljawan et al., 2023).

The moderating variables of trust and service involvement can strengthen the independent variables of subjective norm attitude and self-efficacy on parents' intentions to send their children to excellent Islamic schools. This variable can be interpreted as being in the substantial number category. This means that respondents

believe trust and exceptional service involvement will further strengthen the antecedents of intention. Primary data obtained from research is that most respondents are of productive age in the age range of 30 to 55 years, have sufficient family income, and are generation X and millennials who live in the Klaten Regency area. The Klaten region has a religious region category. Nuances of the Islamic religion have integrated into the cultural symbols of the Klaten people, thus giving rise to the fact that the tradition of religiosity influences the dynamics of life and mindset of the people of Klaten Regency in the Islamic religion (Amaliyah, 2015).

The characteristics of the Klaten Regency area are that it is still dominated by people with a religious, agrarian culture or in popular terms called *santri* (people who study Islam) (Amrozi, 2021). Communities with a *santri* culture still adhere to the dimensions of religiosity and local wisdom in daily life patterns. They combine Islamic religious activities with local customs through *tahlilan* (Read the sentence La ilaha illa Allah), *yassinan* (read Yasin's letter together), earth charity behaviour: *wiwitan* (Javanese community traditional ritual ceremony before rice harvest), *nandur* (planting rice backwards), *sadran* (a culture of praying for deceased ancestors), believing in the words of *kyai* (nickname for religious leaders) *ulama* (someone who is an expert in the field of Islam) as an acculturation of theological values and local wisdom without abandoning the sharia and fiqh values taught in the Islamic religion (Amaliyah, 2015). This strengthens the finding that Islamic spiritual values can enhance the mindset of the people of the Klaten Regency. This phenomenon is to Razak findings that Malaysian society, which is synonymous with modern Malay culture, is still relevant in practising the values of religiosity, upholding local cultural wisdom to be practised in everyday life (Razak, 2017; Yudhy, 2021).

The research results that prove that three independent variables influence parents' intentions to send their children to an excellent Islamic school align with the findings of (Muttaqin, 2023). These findings explain the excellence of Islamic school brands in that there are trust, sincerity, responsibility, openness, competence, liveliness, ruggedness and emotion which can play a role in realizing an excellent Islamic school brand. The integration of science and religion learning, learning of students' attitudes and behaviour in daily practice according to religious norms and the synergy between learning students' emotions, knowledge and actualization of excellent attitude behaviour will strengthen the quality of Islamic education as a new dynamic paradigm in the future (Anshori et al., 2022).

The level of education with the integrated Islamic label is the answer to the collaboration between general education and religious education which contains the concept of 'one for all'. In general, the life of urban Muslims refers to those who live and are domiciled in urban areas, have sufficient capital, are highly educated and adhere to a moderate Islamic religion. Currently, this phenomenon has also spread to rural areas. The standard curriculum for excellent Islamic primary and secondary schools aims not only to develop knowledge and equip students with technical abilities but also to instil religious morals to strengthen belief in the Islamic religion. The Islamic primary and secondary school curriculum balances skills in mastering technology and instilling religious morals (Ismala et al., 2022; Muljawan et al., 2023). An excellent Islamic school that can create parenting classes, improve teacher performance, optimize the independent curriculum, create a special team to enhance the quality of learning, involve alums, carry out additional knowledge and improve learning technology infrastructure continuously

and sustainably will further improve the quality and competitiveness of excellent Islamic primary and secondary school in the future.

The initial foundation for forming the integrated Islamic primary and secondary school label aspired to create future generations to rise through the spirit of preaching Islam more openly and proudly among Muslim communities at various socio-economic levels (Abd Rahman et al., 2023). Many operational payment models at excellent Islamic schools are cross-subsidy in nature. Thus dismissing the notion of the emergence of a new capitalism in the world of education. This outstanding Islamic school rejects the idea that quality schools must be expensive. This confirms that excellent Islamic schools are gaining economic, educational, and bureaucratic interest among Muslim elites (Alim et al., 2023).

Excellent Islamic primary and secondary schools can demonstrate their existence by formulating *kaffah* Muslim student profiles outlined in their educational philosophy. Achieving these goals is transformed in the implementation of the curriculum. These schools' integrated and modern curriculum consists of Islamic religious education subjects, local content and self-development. All activities are carried out in an integrated manner through a balance of spiritual, religious and physical education, integration of learning methods and integration of educational implementers (Abd Rahman et al., 2023; Ismala et al., 2022; Muljawan et al., 2023).

IV. CONCLUSION

Based on the research results, it is concluded that there is a direct influence of attitudinal values, subjective norms and self-efficacy on parents' intentions to send their children to excellent Islamic primary and secondary schools. The moderating test of the Trust and Service-involvement variables can strengthen the antecedents of intention. This can be interpreted as the two variables, namely Trust and service involvement, being able to act as moderating variables. Managerial implications through proven models require a strategy for educational managers of excellent Islamic primary and secondary education in Klaten Regency to continue improving the quality of awesome learning to achieve a competitive advantage in the quality of education at excellent Indonesian Islamic Schools in the future. Education of values is a learning effort for students to be able to understand and recognize, instil and preserve, absorb and realize the noble matters of human life related to truth, goodness, ethics, manners and beauty, as well as the habit of acting consistently by the demands of norms recognized in society. Good learning in the family environment, in an excellent Islamic school environment by continuing to make adjustments through the integration of science, skills, morals, and religion education curricula, balance between understanding and actual practice in students' daily lives is expected to be able to reduce violence in the world of education and restore students' abilities from the learning loss phenomenon in the post-pandemic era in the future.

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