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## THE IMPACT OF COMMUNITY INTEREST IN SENDING CHILDREN TO IBTIDAIYAH MADRASAH ON THE REDUCTION IN THE NUMBER OF ELEMENTARY SCHOOLS IN PONOROGO REGENCY

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### Abstrak:

Penurunan jumlah SD dari tahun 2015 hingga tahun 2019 di Kabupaten Ponorogo sebanyak 12 sekolah dalam waktu 5 tahun. Terdapat kenaikan sebanyak 14 sekolah MI dalam waktu 5 (2015-2019) tahun di Kabupaten Ponorogo. Faktor-faktor yang mempengaruhi minat masyarakat untuk menyekolahkan anak di MI adalah faktor ketertarikan, perasaan senang dan perhatian. Nilai signifikan dari hasil perhitungan regresi menunjukkan angka  $0,000 < 0,05$  sehingga  $H_0$  ditolak. Nilai signifikan yang kurang dari 0,05 menunjukkan hasil bahwa ada pengaruh persepsi orang tua terhadap minat orang tua untuk menyekolahkan anaknya di MI.

Kata Kunci: Sekolah Dasar; Madrasah Ibtidaiyah; Minat dan persepsi masyarakat

### Abstract:

Decreasing the number of elementary schools from 2015 to 2019 in Ponorogo District was 12 schools in 5 years. There has been an increase of 14 MI (Madrasah Ibtidaiyah) in 5 (2015-2019) years in Ponorogo Regency. Factors affecting the community's interest in sending children to MI are factors of interest, feelings of pleasure and attention. Significant value of the results of the regression calculation shows the number  $0,000 < 0.05$  so that  $H_0$  is rejected. Significant value of less than 0.05 indicates the result that

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*there is an influence of parental perceptions of parents' interest in sending their children to MI.*

*Keywords: Primary School; Madrasah Ibtidaiyah; Community interest and perception*

## INTRODUCTION

Article 17 of the National Education System Law (Law Number 20 of 2001) defines basic education as follows: Primary education is the level of education built on secondary school. Primary Education (SD), Basic School (MI) or other similar forms, Secondary Schools (SMP), MTs or other similar forms.

Basic education is very important in social life. Starting from elementary school, it will be continued to the first middle school, the upper middle school and then continued to the college, where in one series this must be sequential.<sup>1</sup>

The rampant need for elementary schools has resulted in the provision of many elementary schools, both private and domestic, both elementary and regional. However, it is very unfortunate that many state elementary schools in this era have not received attention by the government related to educators, namely teachers. Many are found in state elementary schools, only one or two teachers have the status of civil servants while the others have honorary status. Moving on from this event, many private elementary schools were formed<sup>2</sup>, both private elementary schools and MI were formed.

The lack of teachers and the quality that eventually declined resulted in several state elementary schools in Ponorogo Regency in 2018 finally being closed. Based on the news quoted from Detik News Berita Jawa Timur, several state elementary schools in Ponorogo were closed and merged by the Education Office due to a shortage of students in the 2018/2019 school year. The 8 elementary schools in Ponorogo that were closed were SDN 1 Karangpatihan, SDN 1 Carat, SDN 2 Bangunsari, SDN 2 Surodikraman, SDN 3 Singgahan, SDN 1 Tajuh, SDN 2 Sokoo, and SDN 2 Gegeran. There are also 9 elementary schools that were later merged with other elementary schools, namely: SDN 1 Purwosari, SDN 2 Japan, SDN 2 Singosaren, SDN

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<sup>1</sup> Mohammad Ali, *Pendidikan Untuk Pembangunan Nasional: Menuju Bangsa Indonesia Yang Mandiri Dan Berdaya Saing Tinggi* (Jakarta: Grasindo, 2009).25

<sup>2</sup> Wahdan Najib Habiby and Saroh Nur Fiatin, "Persepsi Masyarakat Dan Dampak Sistem Zonasi Untuk Jenjang Sekolah Dasar Di Kecamatan Serengan Kota Surakarta," *Jppd* 6, no. 2 (2019): 225–38, <https://doi.org/10.23917/jppd.v1i2.10151>.

1 Keniten, SDN 2 Pluturan, SDN 2 Karanglor, SDN 1 Ngasinan, SDN 3 Sumoroto and SDN 2 Duri.

The large number of State Primary Schools that are closed or merged is due to the lack of students at the school in question. The closure of the SDN in Ponorogo is not the same as the state of MI in Ponorogo. Based on the analysis of data obtained through the Bps of Ponorogo Regency, it is known that there is a comparison between the number of students attending elementary and MI schools, namely rata-the average number of elementary school students is 103 while the average number of students of MI is 140. Based on the results of this analysis, it can be seen that many people in Ponorogo Regency send their children to school in MI. The phenomenon of declining students in elementary schools and the closure of elementary schools in Ponorogo Regency in 2018 is not certain to be known for the factors. Thus, with this study, it is hoped that it will be able to find out the development of the number of elementary schools and MI, factors that affect the decline of students in elementary schools, how the public perceptions in sending children to school in elementary schools or in MI and whether there is a correlation between public perceptions of sending children to school in MI. With the results of the study, it is hoped that the SDN and MI in Ponorogo Regency can run together properly without any more SDN closures. Because the closure of elementary schools resulted in many teachers and students having to go to school far from their homes.

Research on Public Perception in the Phenomenon of Decreasing the Number of State Elementary Schools and increasing the Number of Madarasah Ibtidaiyah in Ponorogo Regency in 2019 aims to knowing the development of the number of elementary and mi schools in Ponorogo Regency in 2019, knowing the factors that influence the decreasing number of students in elementary schools and the increasing number of students in MI in Ponorogo Regency in 2019, knowing the public's perception of the desire to send children to elementary school or in MI in Ponorogo Regency in 2019.

## DISCUSSION

Perception is a response felt by a person to an event that occurs, whether experienced or not experienced directly. Perception is the result of humanpicsresulting from an action and reaction, cause and effect that occurs in the physical environment as well as in the social environment.

According to Alex Sobur in General Psychology perception or in English <sup>3</sup>*perception* comes from the Latin *perceptio*; from *percipere*, which means to

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<sup>3</sup> Alex Sobur, *Psikologi Umum* (Jakarta: Pustaka Setia, 2016). 445

accept or take. Whereas according to Akyas Azhari in *General Psychology and the Development of Perception* in the narrow sense is vision or how a person sees things. Whereas in a broad sense perception is a person's view of how he interprets and judges things.<sup>4</sup>

According to Sarlito Wirawan Surwono in the *General Introduction to Psychology* perception is the ability to discriminate, group, focus and so on it is referred to as the ability to organize and observe.<sup>5</sup>

According to Bimo Walgito in *Introduction to General Psychology* mentions that "persepsi is a known process oleh sensing<sup>6</sup>. Sensing is a process of receiving a stimulus (stimulation) by the individual through the receiving device, namely the senses, passed by the nerves to the brain as the center of the nervous system and the next process is called the process of perception". Whereas in the *Big Dictionary Indonesian* perception is a response (receiver) directly from an absorption or process of a person knowing some through his five senses.<sup>7</sup>

According to Sunaryo in *Psychology for Nursing* states that the process of occurrence of perception goes through three processes, namely:<sup>8</sup>

- 1) Physical Processes. Physical processes in the form of objects give rise to a stimulus, then a stimulus hits the sensory apparatus or receptors.
- 2) Physiological Processes. Physiological processes are in the form of a stimulus received by the senses that is passed on by sensory nerves to the brain.
- 3) Psychological Processes. Psychological processes are in the form of processes in the brain so that the individual irradiates the received stimulus.

The factors that influence perception according to Sondang P. Siagian in the *Theory of Motivation and Its Applications* are:<sup>9</sup>

1. The person's own self

When a person sees something and tries to give an interpretation of what he sees, he is influenced by individual characteristics that also influence such as:

- a. Attitude. Attitude also affects perception. A person who has a good attitude, must also have a good perception of an object or event.

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<sup>4</sup> Akyas Azhari, *Psikologi Umum Dan Perkembangan* (Jakarta: Teraju, 2004).h.107

<sup>5</sup> Sarlito Wirawan Surwono, *Pengantar Umum Psikologi* (Jakarta: Bulan Bintang, 1999).

<sup>6</sup> Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi, 2010).45

<sup>7</sup> Department of National Education, "Kamus Besar Indonesian" (Jakarta: Balai Pustaka, 2010), 1000.

<sup>8</sup> Sunaryo, *Psikologi Untuk Keperawatan* (Jakarta: EGC, 2004).94

<sup>9</sup> Sondang P. Siagian, *Teori Motivasi Dan Aplikasinya* (Jakarta: Rineka Cipta, 2012). 29

- b. Motif. A person's perception is also influenced by his motives. The motive is certainly related to the gratification of needs and the intensity of the motive is strongly influenced by the urgency of whether or not it is gratifying such needs
  - c. Interests. A person's interests usually affect their perception. Certain things that are good for their interests will have a different perception or perspective from things which threatens his interests.
  - d. Experience. It has been proven that experience also affects a person's perception. Certain things that a person has repeatedly experienced will be viewed in a different way from the perspective of others who have never experienced them
  - e. Hope. A person's expectations also affect their perception of something. Even that expectation is so coloring a person's perception that what he actually sees is often interpreted differently to match what he expects
2. Perceptual goals. The target may be a person, thing, or event. Those traits of the target usually affect the perception of the person who sees it. Movement, sound, size, action and other characteristics of the target of perception contribute determine the way in which the person sees it.
  3. Situation Factors. Perception must be viewed contextually which means that in situations in which it arises it also needs attention. The situation is a factor that plays a role in the growth of a person's perception

In this study, the public perception that will be discussed is the public perception to send children to elementary school or in MI Ponorogo Regency in 2019. The results of knowing the public's perception are aimed at recognizing the public's interest in elementary and mi. Afterbeing followed by the interest of the community with several results of the analysis that were linked and then examined whether there was a perception that then produced an interest in the community, which was affected by several state elementary schools in Ponorogo Regency in 2019, many were damaged.

Elementary School (SD) is the most basic level of formal education in Indonesia. In English, elementary school is called *Elementary School* or *Primary School*. The establishment of the Elementary School is inseparable from the Dutch and Japanese colonial period. During the Dutch colonial period there was an elementary school called *the Europeesche Lagere School* (ELS). After the Dutch colonial period was over, during the Japanese colonial period it was then called the *People's School* (SR).<sup>10</sup> After Indonesia

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<sup>10</sup> Cerika Rismayanthi, "Optimalisasi Pembentukan Karakter Dan Kedisiplinan Siswa Sekolah Dasar Melalui Pendidikan Jasmani Olahraga Dan Kesehatan," *Pendidikan Jasmani Indonesia* 8, no. 1 (2011): 1–17.

became independent, the People's School then changed to an elementary school. In the National Education System Law (Law Number 20 of 2001) Article 17 defines basic education as follows: (1) Basic education is an education level that underlies the secondary education level; (2) Basic education in the form of elementary schools (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High Schools (SMP) and Madrasahs Tsanawiyah (MTs), or other equivalent forms.

Indonesian Primary Schools are organized by the government and the private sector. Primary school is the most basic level of formal education in Indonesia. Elementary school is taken within 6 years, starting from grade 1 to grade 6. Elementary school is normally held within 6 years starting from grade 1 grade 2, grade 3, grade 4 grade 5 and grade 6. Students in elementary schools are generally 6-7 years old in grade 1 elementary school and 12-13 years old in grade 6 elementary school.

Madrasah comes from Arabic which is literally "madrasah" which is interpreted as "a place for students to study"<sup>11</sup>. According to Nanang Fathurohman in Entrepreneurship-Based Madrasah Education along with the development of education, Madrasah always improves quality by having excellence and combining educational teaching, as well as noble morality. The teaching of foreign languages (Arabic-English), general sciences and religions are studied and developed innovatively.<sup>12</sup>

According to Jamal Ma'mur Asmani, the madrasa that 100% teaches religious material is called the Madrasah Diniyah. This madrasa usually stands in the neighborhood of the salaf boarding school. Meanwhile, madrasahs that teach general materials are formal madrasahs whose diplomas are recognized by the State and can be used to continue their studies to a higher level. Madrasah is an educational institution in general that is structured and organized in which there is more religious education.<sup>13</sup>

Various Formal Madrasahs such as RA (*Roudhotul Athfal*), MI (*Madrasah Ibtida'iyah*), MTs (*Madrasah Tsanawiyah*), and MA (*Madrasah Aliyah*). Madrasah itself can be in the form of State Madrasah, Private Madrasah or Islamic Boarding School Madrasah<sup>14</sup>.

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<sup>11</sup> Abudin Nata, *Sejarah Sosial Intelektual Islam Dan Institusi Pendidikannya* (Jakarta: Rajawali Press, 2021).204

<sup>12</sup> Nanang Fathurohman, *Pendidikan Madrasah Berbasis Enterpreneurship* (Depok: Lentera Hati, 2012). 37

<sup>13</sup> Jamal Ma'mur Asmani, *Kiat Melahirkan Madrasah Unggulan Merintis Dan Mengelola Madrasah Yang Kompetitif* (Yogyakarta: Diva Press, 2013). 19

<sup>14</sup> Risvia Vahrotun Nisa', "Peranan Madrasah Dalam Meningkatkan Kemampuan Bahasa Arab Sebagai Bahasa Internasional," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 19, no. 2 (2018): 225, <https://doi.org/10.32332/an-nabighoh.v19i2.1001>.

*Madrasah Ibtidaiyah* is a formal education in Indonesia equivalent to an elementary school where the manager is from the Ministry of Religion. The process contained in madrasah ibtidaiyah is the same as elementary schools, but what distinguishes it is the curriculum, where the curriculum in MI is the portion of Islamic Religious Education is more<sup>15</sup>.

This research is included in mixed method research with sequential exploratory design. Descriptive research is research that is more about revealing a problem or situation as it is and revealing the facts at hand, although sometimes it provides interpretation or analysis. Quantitative research, which is research used to research on a certain population or sample, data collection using research instruments, data analysis is quantitative or statistical, with the aim of testing hypotheses that have been set<sup>1617</sup>

The spatial/spatial approach studies differences in location regarding important traits or series of important traits. In spatial analysis, what must be considered is the spread of the use of existing space and the provision of space to be used for various uses designed<sup>18</sup>

Spatial analysis is one of the jobs in regional planning and development. The data needed for spatial analysis is in the form of maps of various scales and themes. In this study, the spatial descriptive explanation as described above utilizes the Geographic Information System (GIS), where each data is geographically referenced, represented in the form of thematic maps to facilitate assessment.

The formulation of the problem in this study is the formulation of a quantitative descriptive problem. A descriptive problem formulation is a problem formulation that deals with the question of the existence of independent variables, either only on one or more variables (stand-alone variables). So in this study the study did not make a comparison of that variable in another sample and looked for a relationship with that variable with another variable. This kind of research is henceforth called descriptive research. Analysis<sup>19</sup> of s data in this study is descriptive and inferential statistical analysis. Descriptive statistics are statistics used to analyze data by describing or describing the collected data as it is without intending to make generally applicable conclusions or generalizations. Studies conducted on populations (without being sampled) will obviously use

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<sup>15</sup> Anik Muflihah and Arghob Khofya Haqiqi, "Peran Kepala Sekolah Dalam Meningkatkan Manajemen Mutu Pendidikan Di Madrasah Ibtidaiyah," *Quality* 7, no. 2 (2019): 48, <https://doi.org/10.21043/quality.v7i2.6039>.

<sup>16</sup> Moh. Pabundu Tika, *Metode Penelitian Geografi* (Jakarta: Gramedia, 2005). 4

<sup>17</sup> Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif* (Jakarta: Alfabeta, 2017). 14

<sup>18</sup> Bintarto dan Surastopo Hadisumarno, *Metode Analisa Geografi* (Jakarta: LP3ES, 1982). 12

<sup>19</sup> Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif*. 35

descriptive statistics in their analysis. But if the study is carried out on a sample, then the analysis can use both descriptive statistics and inferential descriptive statistics can be used if the researcher only wants to describe the sample data, and does not want to make conclusions that apply to the population in which the sample is owned. But if the researcher wants to make a conclusion that applies to populassi, then the analysis technique used is inferential statistics<sup>20</sup>.

### Development of the Number of Elementary School (SD and MI) Schools in Ponorogo Regency

Based on the results of observations and analysis from secondary data from the Central Statistics Agency of Ponorogo Regency in the ponorogo public report in 2019 figures regarding the development of the number of elementary and mi schools in Ponorogo Regency, the following data were obtained:

NO	KECAMATAN	TAHUN 2015			TAHUN 2016			TAHUN 2017			TAHUN 2018			TAHUN 2019		
		SD JML	MI JML	T	SD JML	MI JML	T	SD JML	MI JML	T	SD JML	MI JML	T	SD JML	MI JML	T
1	NGRAYUN	49	1	50	49	1	50	49	1	50	49	3	52	49	1	50
2	SLAHUNG	40	4	44	40	4	44	40	4	44	38	5	43	38	5	43
3	BUNGKAL	28	2	30	28	3	31	28	3	31	29	3	32	29	3	32
4	SAMBIT	24	5	29	24	5	29	24	5	29	23	7	30	23	7	30
5	SAWOO	40	1	41	40	2	42	40	2	42	40	2	42	40	2	42
6	SOOKO	22	1	23	22	1	23	22	1	23	21	0	21	21	1	22
7	PUDAK	8	0	8	8	0	8	8	0	8	8	0	8	8	0	8
8	PULUNG	39	6	45	39	6	45	39	6	45	39	6	45	39	6	45
9	MLARAK	25	4	29	25	4	29	25	4	29	26	4	30	26	4	30
10	SIMAN	24	9	33	24	9	33	24	9	33	22	10	32	22	10	32
11	JETIS	21	5	26	21	5	26	21	5	26	21	3	24	21	5	26
12	BALONG	28	2	30	28	3	31	28	3	31	27	4	31	27	4	31
13	KAUMAN	25	3	28	25	3	28	25	3	28	24	2	26	24	4	28
14	JAMBON	24	5	29	24	5	29	24	5	29	24	7	31	24	7	31
15	BADEGAN	20	3	23	20	3	23	20	3	23	20	7	27	20	4	24
16	SAMPUNG	33	3	36	32	3	35	32	3	35	32	4	36	32	4	36
17	SUKOREJO	36	7	43	36	7	43	36	7	43	35	6	41	35	8	43
18	PONOROGO	35	5	40	35	6	41	35	6	41	32	9	41	32	7	39
19	BABADAN	31	11	42	31	11	42	31	11	42	29	12	41	29	12	41
20	JENANGAN	33	10	43	33	10	43	33	10	43	34	11	45	34	11	45
21	NGEBEL	18	0	18	18	0	18	18	0	18	18	0	18	18	0	18
	TOTAL	603	87	690	602	91	693	602	91	693	591	105	696	591	105	696

Table 1. Development of the Number of Primary and Secondary Schools in Ponorogo Regency in 2015, 2016, 2017, 2018 and 2019

Source : BPS Ponorogo Regency in 2015-2019 (Modified)

Based on the table above, it can be seen that the number of elementary and mi schools in Kabupaten Ponorogo from 2015 – 2019 is as follows:

- a. Year 2015. In 2015 the number of primary schools in Kabupaten Ponorogo was 603 schools and the number of MI in Ponorogo District was 87 schools with a total of 690 schools.

<sup>20</sup> Sugiyono. 147



- b. Year 2016. In 2016 the number of primary schools in Kabupaten Ponorogo was 602 schools and the number of MI in Ponorogo District was 91 schools with a total of 693 schools.
- c. Year 2017. In 2017 the number of primary schools in Kabupaten Ponorogo was 602 schools and the number of MI in Ponorogo District was 91 schools with a total of 693 schools.
- d. Year 2018. In 2018 the number of primary schools in Kabupaten Ponorogo was 591 schools and the number of MI in Ponorogo District was 105 schools with a total of 696 schools.
- e. Year 2019. In 2019 the number of primary schools in Kabupaten Ponorogo was 591 schools and the number of MI in Ponorogo District was 105 schools with a total of 696 schools.

Based on the table above, it can be seen that the highest number of schools in Ponorogo Regency in 2019 was in Ngrayun District with 49 elementary schools and 1 mi. Meanwhile, the least number of schools is in Bungkal District with 8 elementary schools.

Based on the table above, it can be seen that the number of elementary schools in Ponorogo Regency from 2015-2019 has decreased.

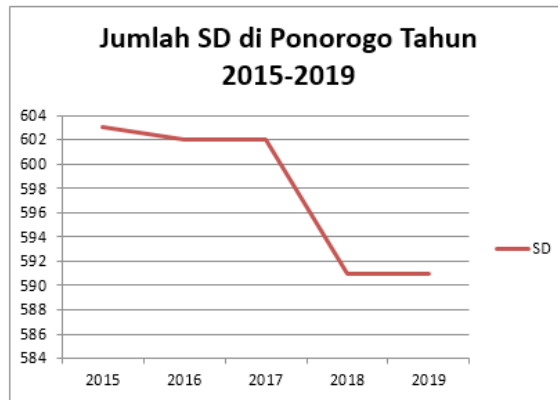


Figure 1. Graph of the Number of Elementary Schools in Ponorogo Regency in 2015-2019

Based on the chart above, the number of primary schools has decreased from 2015 to 2019. In 2015 the number of elementary schools (Public or Private) in Ponorogo Regency was 603 schools, in 2016 there were 602 schools, in 2017 there were 602 schools, in 2018 there were 591 schools and in 2019 there were 591 schools. The decrease in the number of elementary schools from 2015 to 2019 in Ponorogo Regency was 12 schools within 5 years.

Based on the table above, it can be seen that the number of MI in Ponorogo Regency from 2015-2019 has increased.

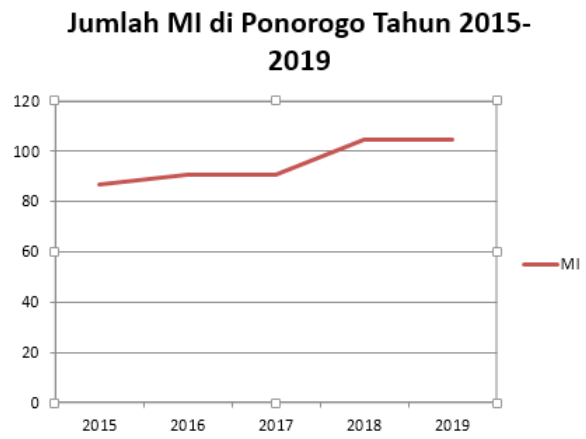


Figure 2. Graph of the Number of MI in Ponorogo Regency in 2015-2019

Based on the chart above, the number of MI in Ponorogo Regency from 2015 to 2019 has increased. In 2015 the number of MI in Ponorogo Regency was 87 schools, 2016 as many as 91 schools, 2017 as many as 91 schools, 2018 as many as 105 schools and 2019 as many as 105 schools. So there was an increase of 14 MI schools within 5 (2015-2019) years in Ponorogo Regency.

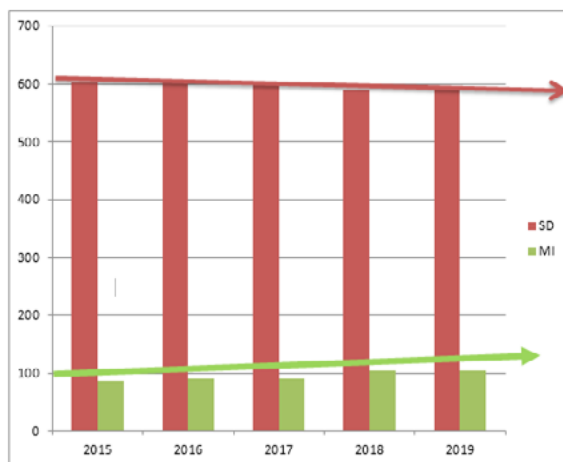


Figure 3. Comparison Chart of the Number of Elementary and Mi Schools in Ponorogo Regency in 2015-2019

Based on the chart above, it can be seen that the number of elementary schools in Ponorogo District from 2015 to 2019 has decreased and the number of MI in Ponorogo Regency from 2015 to 2019 has increased.

### **Factors Affecting the Decline in the Number of Primary Schools and the Increasing Number of MI in Ponorogo Regency**

To find out the factors that influence the decline in the number of elementary schools and the increasing number of MI in Ponorogo Regency, a questionnaire was filled out which was circulated to the community. In this study, the sampling used in taking the questionnaire was a *purposive sampling*. The criteria for sampling are people in Ponorogo Regency who have children attending elementary school or in MI in Kabupten Ponorogo. The sampling number to fill out the questionnaire was not carried out in 21 sub-districts, but in certain sub-districts. This is because of the vastness of Ponorogo Regency so that there are 21 sub-districts in Ponorogo Regency. The sub-districts used for the research sample are:

- a. Ponorogo Subdistrict
- b. Babadan Subdistrict
- c. Ngrayun Subdistrict
- d. Sawo Subdistrict
- e. Jenangan Subdistrict
- f. Sukorejo Subdistrict
- g. Slahung Subdistrict
- h. Pulung Subdistrict
- i. Siman Subdistrict
- j. Jambon Subdistrict

The collection of the ten sub-districts used became a sample on the basis of the large percentage of the population, the large number of elementary and mi elementary schools in the sub-district.

To know Public perception of the quality of Ibtidaiyah Madrasah and people's interest are used a questionnaire with the following indicator indicators:

- 1) Public perception of the quality of Ibtidaiyah Madrasah
  - a) Community opinion about the Ibtidaiyah Madrassah program
  - b) Opinions on the inputs and outputs of the Ibtidaiyah Madrasa
  - c) Opinions about the facilities and infrastructure of madrasah Ibtidaiyah
  - d) Opinions about educators in Ibtidaiyah Madrasah
- 2) People's interest in sending their children to school in Ibtidaiyah Madrasah
  - a) Interest in Ibtidaiyah Madrasah
  - b) Feelings of pleasure in Ibtidaiyah Madrasah
  - c) Attention in Ibtidaiyah Madrasa
- 3) Public perception of primary school quality
  - a) Community opinion about the Primary School program

- b) Opinions on Primary School inputs and outputs
- c) Opinions about the facilities and infrastructure of the Primary School
- d) Opinions about the power of educators in Elementary Schools
- 4) People's interest in sending their children to elementary schools
  - a) Interest in Elementary School
  - b) Feeling good at Elementary School
  - c) Mindfulness in Primary School

After the data from the questionnaire results are collected, the next step is to compile a table. After the data is presented with a table, the next step is to add up the results of the interview, which was conducted to 100 respondents. After adding it, the classification is then carried out. As for the questionnaire, there are 4 types of answers, namely SS (Strongly Agree = 4), S (Agree = 3), KS (Disagree = 2), TS (Disagree = 1).

To find out what factors influence the decline in the number of students in elementary schools and the increase in the number of students in MI, the results of the interviews are added up for each question item and then presented from the total number. For the presentation results of each question, the score is then viewed, if the score has a number of more than 50%, then, the formulation of the question becomes a factor that affects the decline in the number of students in elementary schools and the increase in the number of students in MI.

Based on the questionnaire of results that have been filled out by the community which is then processed and analyzed, it can be seen that the biggest indicator that affects the interest in sending children to school in MI is the Interest indicator, which is 44%. The factors are teachers who are professional, graduates are able to enter the country, many students excel in non-academic fields.

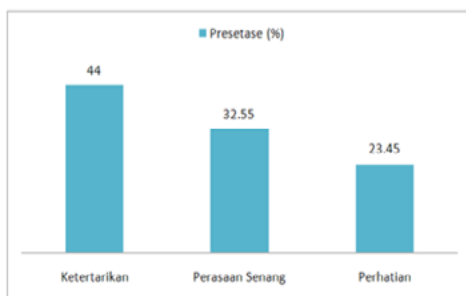


Figure 4. The 7 biggest indicator charts that affect the interest in sending children to school in MI

Based on the results of interviews with the community which are then processed and analyzed, it can be seen that the biggest indicator that affects the interest in sending children to school in MI is the Interest indicator, which is 44%. The factors are teachers who are professional, graduates are able to enter the country, many students excel in non-academic fields.

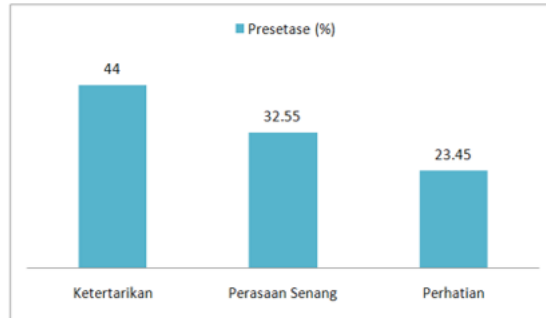


Figure 4.8 Interest Indicator Chart

Based on the results of interviews with the community which are then processed and analyzed, it can be seen that the largest indicator that affects the interest in sending children to school in elementary schools is the indicator of elementary school inputs and outputs, which are 35.9%. The factors are ease of selection, interest in students, being able to produce students in accordance with the goals of national education, being able to compete with public schools, many entering public junior high schools.

### Public Perception of the Desire to Send Children to School in Elementary or MI In Ponorogo Regency

To find out the public's perception of the desire to send anak to school at Dasar School or at Ibtidaiyah Madrasah in Ponorogo Regency in 2019 is to look at the results of data processing from questionnaires that have been filled out by the community who checked their children in elementary schools and in Ibtidaiyah Madrasahs.

From the results of the interview with the respondents, it will then be analyzed through quantitative analysis using a regression formula.

Regression analysis is a method of data analysis that describes the functional relationship between a response variabel and one or more predictor variables. Suppose that X is a predictor variable and Y is a response variable for n paired observation data, then the relationship between the predictor variable and the response variable can be seen as follows:

$$\{(x_i, y_i)\}_i^n = 1$$

$$y_i = f(x_i) + \varepsilon_i; i = 1, 2, 3, \dots, n$$

With is an error that is ingested independently, spreading ormal and variance (constant). ) referred to as regression functions or regression curves (Hardle, 1994).  $\varepsilon_i \sigma^2 f(x_i$

In this study, the regression analysis used was a simple linear regression. *Simple linear regression* is a process of obtaining or searching for a mathematical relationship in the form of an equation between a freeless variable and a single free variable or hanye involves one changer (free changer (X) in relation to a non-free changer (Y) only. The formula in simple linear is:

$$Y = a_0 + a_1X_1 + \varepsilon_i$$

Where:

Y = non-free variable (dependent)

$a_0$  = parameter intersep

$a_1$  = regression coefficient (slop)

$X_1$  = free variable (independent)

$\varepsilon_i$  = suspect error

Based on the description above, it can be concluded that regression analysis is a method using statistical calculations used to determine anrara relationship of one variable to another. The regression calculation in this study used an application, namely SPSS.

Regression analysis is a method of data analysis that describes the functional relationship between a response variabel(madrasah Interest) and one or more predictor variables(madrasah perception). Regression analysis is a method using statistical calculations used to determine anra relationship of one variable to another variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1194,243	1	1194,243	54,346	,000 <sup>b</sup>
	Residual	2153,547	98	21,975		
	Total	3347,790	99			

- a. Dependent Variable : Madrasah Interest
- b. Predictors (Constant), Madrasa Perceptions

Based on the results of the table above, it can be seen that the significant value of regression is 0.000. A significant value indicating the numbers  $0.000 < 0.05$  so that it can be known that the regression model can be used to predict interest variables.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1						
	(Constant)	7,803	5,593		1,399	,166
	Presepsi Madrasah	,758	,103	,597	7,372	,000

c. Dependent Variable: Madrasah Interest

Based on the results of the table above, it can be seen that the signification value is 0.00. A value is defined indicating the numbers  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_1$  is accepted. A significant value of less than 0.05 indicates the result that there is an influence of parents' perceptions on parents' interest in sending their children to school in MI.

## CONCLUSION

Based on the analysis of the results and discussion, it can be concluded as follows: The decrease in the number of primary schools from 2015 to 2019 in Ponorogo District by 12 schools within 5 years. There was an increase of 14 MI schools within 5 years (2015-2019) in Ponorogo Regency. The factors that influence people's interest in sending children to school in MI are factors of interest, feelings of pleasure and attention. The significant value of the regression calculation results shows the numbers  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_1$  is accepted. A significant value of less than 0.05 indicates the result that there is an influence of parents' perceptions of parents' interest in sending their children to MI.

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