CHAPTER I
INTRODUCTION

1.1 Research Background

Education have an important role in human life as according to Act Number 20 of 2003 Bab 1 Article 1 Number 1, states that:

“Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State.” (Undang-Udang Republik Indonesia, 2003).

Education is the form of human interaction (Musa & Majid, 2013), so it means it is a form of knowledge learning which cover skills and habits conducted by a group of people from generation to generation. That means education is important to determine the position of each country in terms of the quality. The importance of education concords with the purpose of developing the whole potential of a child, so later can function in accordance to the philosophy (Fadillah, 2006).

The philosophy is based on the concept in Al-Qur’an and Hadist which state that human are khalîfah Allâh fî al-ardh (Thonthowi, 1999), even Allah command people to find knowledge stated in Al-Qur’an Surat al-‘Alaq ayat 1-5: Recite in the name of your Lord who created. Created man from a clinging substance. Recite, and your Lord is the most Generous. Who taught by the pen. Taught man that which he knew not (Akhun, 2007). Therefore, education is necessary and is one of most important aspects in life. According to Maryati (2007), education is an investment for the future of a nation because this instrument is the most effective one in human development (Hadi et al., 2015).

However, based on a number of survey results suggest that education in Indonesia is yet to concord with the objective. It is based on a percentage education score in Indonesia which is low, is Indonesian education expert Indra
Charismiadji explained that Indonesia gained bad information from five Institutes of International Survey which, according to Organization for Economic and Development (OECD), put Indonesia’s position at 64 out of 65 countries. The Learning Curve put Indonesia at distended position from 40 surveyed countries. Indra also said that “Survey result TIMS and Pirls are better, placing Indonesia at 40 from 42 countries. World Education Forum under UN put Indonesia’s position at 69 from 76 countries. World Literacy ranking is at 60 from 61 countries.” (JPNN, 2016).

Based on that, it is obviously seen if schools have not fulfilled the purpose of education yet which is explained by Act Number 20 of 2003 Bab 1 Article 1 Number 1. That act also explains the need of a national education system to realize the aim of education in which students have to make effort in developing self-potential by the means of learning process that are available. It is through education units which organize education at formal, non-formal, and informal level and various types of education.

Formal education is an education path which is structured and tiered consisting of elementary education, middle education, and higher education. Whereas, non-formal education is an education path outside formal education which can be managed structurally and in tier (Undang-Undang Republik Indonesia, 2003). That means, both formal education and non-formal education have structures and tiers and started from elementary education.

Elementary education is obligated for each citizen of the country from the age of seven until fifteen year old. Elementary education consist of elementary school (or ibtidaiyah of Islamic school or another form which equivalent) and junior high school (or tranawiyah of Islamic school, or other equivalent form) (Undang-Undang Republik Indonesia, 2003). Elementary education have not fully fulfill the purpose of education especially self-potential development through learning process but nature school has (Kriswindiarto, 2011).

Nature schools are schools which concept is related to the environment (Thonthowi, 1999). The first school with nature principle was built in 1950 in Denmark and Sweden and then followed by Scandinavia, Europe, China,
Australia, New Zealand, the United States and now Canada (Andrchuk et al., 2004), then followed by Indonesia. The first built nature school in Indonesia is in 1998 at South Jakarta by Lendo Novo. Similar to nature schools abroad, in Indonesia the schools also uphold the concept of education based on natural schools, it's just a little different from those abroad. The natural school in Indonesia exists to produce human who are ready to carry out Allah's trust in managing the earth (khalifatullah fil ardh) (Septriana, 2008).

Based on a data, Indonesia have 64 nature schools, even some of them are Senior High Schools. The schools are in North Sumatera, province South Sumatera, regional Jakarta Depok Tangerang Bekasi and Banten (Jadetabekten), regional Center Java, Regional East Java, and Eastern Indonesia. A nature school in central Java, is Surya Mentari Nature School (Septriana, 2008).

Surya Mentari Nature School is a school which nature basis is combined environment perception supported by Islam’s teaching. This school was founded building by Mrs. Muslimah Sri in 2008 with four pillar spirits that are religious, art, science, and outbond (Sularni, 2017). Based on the school’s data, despite only reaching its sixth year, the development is quite encouraging judging from the number of students enrolled (Baehaqi, 2014). This suggests that there is a growing interest from parents to enroll their children at Surya Mentari’s Elementary Nature School.

Although an increase in students number does exist, this number may not fully represent the actual interest rate in the school. Because sometimes, people have intention in doing a certain behavior, but they do not possess certain means or resources to actually do the behavior. Therefore, it is important to focus on intention since intention is stronger than behavior (as will be further elaborated in chapter 2).

Furthermore, intention is more durable than behavior (Ajzen, 1985) and is less prone to be influenced by volitional control (Sejwacz et al., 1980). Ajzen (1985) argued that obstacles in executing a behavior may alter the plan, but may not alter
one's attitude, others' perception, and his/her intention.

To comprehend intention, understanding attitude and Subjective Norms is needed. In predicting the intention, it is necessary to understand the Attitude, Subjective Norms, and Perceived Behavioral Control as explained by Theory of Planned Behavior. However, this study will only examine intention because intention have more power in predicting the actual behavior. In a number of research, behavior is more influenced by Volitional Control than intention is (Sejwacz et al., 1980).

Furthermore, someone’s opinion, his/her significant others’ opinion, and the ability in carrying out a certain behavior can be predicted by Theory of Planned Behavior (TPB). Someone’s opinion constructed by attitude, his/her significant others’ opinion constructed by subjective norms, and the ability in carrying out a certain behavior constructed by perceived behavioral control. It also can explain intention and behavior.

1.2 Problem Statement

This research aims to analyze the factors influencing purchase intention by applying the Theory of Planned Behavior (TPB) in nature school. The specific research problems can be derived into the following:
1. How does the attitude have influence on intention on choosing Nature School?
2. How does the subjective norm have influence on intention on choosing Nature School?
3. How does the perceived behavioral control have influence on intention on choosing Nature School?
4. Do attitude, subjective norm, perceived behavioral control meaningfully explain intention on choosing nature school?

1.3 Research Objectives

Based on research problems above, the research objectives are to analyze the factors influencing purchase intention by applying the Theory of Planned Behavior
(TPB) in nature school. The specific research objectives can be derived into the following:
1. To analyze the influence of attitude on intention on choosing nature school.
2. To analyze the influence of subjective norm on intention on choosing nature school.
3. To analyze the influence of perceived behavioral control on intention on choosing nature school.
4. To analyze the meaningfulness of attitude, subjective norm, perceived behavioral control in explaining intention.

1.4 Benefits of Research

The results of this research are expected to provide the following benefits.

1. Theoretical Benefits

   The results of this research are expected to be able to contribute deepening information about the relationship of the factors in Theory of Planned Behavior (TPB) and purchase intention on Nature School. Furthermore, the research can be a reference for marketing management.

2. Practical Benefits

   - For the researcher

      The result is expected to be used comprehend the relationship of the factors in Theory of Planned Behavior (TPB) and purchase intention on Nature School.

   - For the school

      As consideration in determining policies and may provide knowledge about the factors influencing purchase intention on Nature School by applying Theory of Planned Behavior (TPB).

   - For the academic

      The results of this research are expected to be a study materials reference in fields related to marketing management, especially regarding the factors
that influence purchase intention on Nature School by applying Theory of Planned Behavior (TPB).

1.5 Contents of Research

There are five chapters in this research.

Chapter I, the introduction, describes the background, research problem, research objectives, benefits of research and systematic of research.

Chapter II, the literature review, describes the variables that are found, they are Consumer Behavior, Theory of Planned Behavior (TPB), Purchase intention which are consist of Attitude (Att), Subjective Norm (SN), and Perceived behavioral control (PBC).

Chapter III, the research methodology, explains clearly and in detail the type of research, the location of research, population, sample and sampling techniques, data and source of data, methods of data collection, variable measurement and data analysis techniques.

Chapter IV, the data analysis and discussion, describes analysis of statistical data, results of test instrument, the assumption classic test, the hypotheses test and discussion.

Chapter V, the conclusion, describes the conclusions, implications, limitation and recommendations of research.