

# Parent Satisfaction: Contribution of Parental Involvement and School Service Quality Perception at Public Elementary School

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# Parent Satisfaction: Contribution of Parental Involvement and School Service Quality Perception at Public Elementary School

## Abstract

Satisfaction of parents as consumers of school services is important to achieve to improve the quality of education. Parent role and school contribution are thought to lead to satisfaction for parents. This research aims to find out the impact of parental involvement and school service quality on parents' satisfaction. This research was conducted with a quantitative method, using cluster random sampling, and questionnaire was distributed to 119 parents whose children are in elementary school level. The data is collected and then processed with descriptive tests and impact tests using SPSS and SmartPLS. Results show that parental involvement does not have a direct impact on parent satisfaction, but it is moderated by school service quality. School service quality perception has a direct and significant impact on parent satisfaction. Parents need to be more aware of the role they play in their children's education and make an effort to be involved in children's learning process. For schools, it is necessary to periodically evaluate the quality of school services because it greatly influences parental satisfaction.

Keywords: elementary school, parental involvement, parental satisfaction, school service quality

## Introduction

Quality education is one of the Sustainable Development Goals which has become a global agreement and is on the agenda of the Indonesian government. This is also in line with the contents of the 1945 Constitution, Article 28C Paragraph 1, which states, "Everyone has the right to develop themselves by fulfilling their basic needs, has the right to receive education and benefit from science and technology, arts and culture, to improve the quality of their life and for the sake of prosperity. mankind". To achieve this goal, various parties need to be involved, including families, schools, and communities.

The family is the smallest unit in society which has several functions, one of which is the function of socialization and education (BKKBN, 2020). For children, the family is the closest environment and the first source of education in instilling values, character, and life skills. Parents also have the responsibility to choose the right educational institution for their children. Schools as formal educational institutions are the main alternative in helping parents provide learning according to the needs of the child's development stage. Schools as the main pillar of education in society must have measurable quality and can be evaluated based on the needs of the community, especially parents and students. One indicator that can be used as evaluation material to improve service quality and make policy decisions regarding data-based education is parent satisfaction (Saeedi et al., 2019).

Consumer satisfaction is a feeling that arises from a comparison between the performance of the product or service that consumers receive and their expectations when making a purchase, both feelings of pleasure and disappointment (Saladin, 2003; Kotler & Keller, 2007) that occur after the purchasing process (Sumarwan, 2014). In the context of school services, parents as consumers will have positive feelings toward the school if satisfaction is achieved (Kaczan et al., 2014). More than that, satisfaction has an urgency to be achieved because it can be an indicator that can recognize a child's unique conditions, learning needs, and learning progress which cannot always be expressed through traditional indicators such as student scores (Kittredge, 2017). With knowledge about the satisfaction of parents, schools can identify the gap between the needs of parents and current school conditions and make adjustments (Hoang et al., 2022). However, to achieve satisfaction, it is not only the school that needs to make efforts. Parents need to be involved in their children's education process so that the expected academic achievements can be realized (Durisic & Bunijevac, 2017; Meier & Lemmer, 2018).

Parents who are willing to be involved in collaboration with schools will create a "tsunami of improvement" in school performance (Sapungan & Sapungan, 2014) which will also affect the quality of children's learning. Parental involvement is an investment made by parents in their children's education in non-material ways (Jafarov, 2015). Parental involvement in children's education is very necessary, especially for elementary school-age children. Elementary school is a period of developing cognitive, affective, and psychomotor aspects as capital for problem-solving abilities in the future (Kenedi et al., 2019).

Even though education is agreed to be a joint responsibility between parents and schools, the role of schools as service providers and parents as consumers cannot be ignored. With this relationship, parents certainly have certain expectations for school services and will achieve a high level of satisfaction if these expectations are achieved (Okolie, 2022). So, schools need to pay attention to the quality of the educational services provided in all dimensions of quality, so that parental satisfaction with the school can be fulfilled and a good relationship can be established between the school and parents. Service quality is the level of excellence of service and an effort to fulfill and maintain consumer expectations and satisfaction by maintaining this level of excellence (Tjiptono, 2009).

Currently, research on parental satisfaction with schools is generally examined separately between internal factors from parents such as engagement, and external factors from schools such as service quality (Mingming et al., 2022; Qiptiah & Prawira, 2021). In addition, parents of public school students are unique in that they tend not to see themselves as consumers in the "education service market" (Bosetti, 2004), so their satisfaction is not given much attention. It is important to know the contribution of internal and external factors to parents' satisfaction so that the quality of learning can be improved, especially at the elementary school level. This study aims to 1) identify the characteristics, parental involvement, school service quality, and parent satisfaction of public elementary school students, 2) analyze the influence of parental involvement and school service quality on parent satisfaction of public elementary school students.

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## Research Method

This research uses a quantitative approach with survey methods. The research location is in Bekasi City. The city of Bekasi was chosen *purposively* because of its unique growth in state schools which continues to decline and is inversely proportional to the growth of private schools according to the Ministry of Education and Research and Technology's Basic Education Data. Primary data collection was carried out from February to April 2023.

The population of this study were parents who had children attending elementary school level in Bekasi City. The example in this research is a mother with a child in grades 4-6 at SDN Jatikramat VIII. Sampling was carried out using *cluster random sampling techniques*. A total of 119 mothers filled in completely and could be continued for data processing. The mother was chosen as an example based on findings from Milosavljević Đukić et al. (2022) that mothers tend to be more involved in children's learning than fathers. Parents of students in grades 4-6 were chosen because parents of students in grades 1-3 have only experienced face-to-face school since the 2022-2023 school year due to the Covid-19 pandemic, so parents' experience of interacting with schools under normal conditions can be said to be relatively short. Primary data was collected using a questionnaire that was distributed offline. The data collected includes family characteristics (mother's age, mother's education, mother's occupation, family income, child's age, child's gender, and child's grade level), parental involvement, quality of school services, and parent satisfaction.

There are three variables in this research, namely parental involvement, quality of school services, and parent satisfaction. Parental involvement is the intensity of parents being involved in their children's academic activities, consisting of three dimensions, namely

participation, learning at home, and communication. The instrument refers to an assessment of maternal involvement in children's education developed by Kikas et al . (2011). Instrument reliability 0.845. School service quality is the perception of the superiority of school services, consisting of physical attributes, reliability, responsiveness, assurance, and empathy. The instrument refers to a questionnaire created by Jonathan and Iriani (2021) based on the SERVQUAL measuring tool. Instrument reliability 0.972. Parent satisfaction is a feeling of satisfaction from the results of comparing school performance with parents' expectations, referring to the questionnaire developed by Budilaksono (2022). This questionnaire consists of five statements regarding the conformity of expectations with school performance. Cronbach's alpha value is 0.961. The scale used in all questionnaires is a Likert Scale with five answer choices, strongly disagree to strongly agree.

The data obtained was then processed using Microsoft Excel for the coding and scoring process, and then the scores were transformed into an index. These values are grouped into three categories, namely low 0.00-60.00; moderate: >60.00-80.00; high: >80.00 (Khomsan, 2000). Next, descriptive analysis was carried out using SPSS to determine the percentage, minimum, maximum, and average to meet the first research objective. To fulfill the second objective, an influence test was carried out using SmartPLS.

## Results and Discussion

### Family Characteristics

The results showed that the largest percentage of mothers' age (67.2%) was 18 to 40 years. The average length of maternal education was 11.3 years. More than half of the respondents (58.8%) were high school graduates. Maternal employment is dominated by housewives (74.8%). The majority of respondents (84.9%) had a family income below the Bekasi City minimum wage limit (Rp. 5,158,248). The children of respondents in this study were on average 10.8 years old. The gender distribution of the respondents' children was almost even, namely 52.9% boys and 47.1% girls.

**Table 1** Distribution of samples based on age, education, employment status, and family income

Article Category	Number (n)	Percentage (%)
<b>Mother's Age (Years)</b>		
Early Adulthood (18-40)	80	67.2
Middle Adult (41-60)	39	32.8
Late Adulthood (>60)	0	0.0
Min-Max	28-54	
Mean $\pm$ standard deviation	38.78 $\pm$ 5.68	
<b>Mother's Education (Years)</b>		
$\leq$ High school graduate ( $\leq$ 12)	105	88.2
> High school graduate (> 13)	14	11.8
Min-Max	6-16	
Mean $\pm$ standard deviation	11.28 $\pm$ 2.61	
<b>Mother's Job</b>		
Housewife	89	74.8
Formal Workers	8	6.7
Informal Workers	22	18.5
<b>Family Income</b>		
<Rp 2,000,000	39	32.8
IDR 2,000,001-IDR 5,000,000	62	52.1
IDR 5,000,001-IDR 8,000,000	10	8.4
>Rp 8,000,000	8	6.7



Total	119	100
Min-Max	IDR 2,000,000-IDR 8,000,001	
Mean $\pm$ standard deviation	IDR 3,563,025 $\pm$ 1,695,651	

### Parental Involvement

Based on Table 2, the average parental involvement index is in the low category, namely 57.8. If we look at the average of each dimension, parent participation and communication with the school are in the low category, and only home learning is in the medium category.

(1) *Parent Participation*. Most parents were in the low category (68.9%) which indicated that parents did not participate enough in their children's school activities. Parental participation in planning activities inside and outside school is at low intensity.

(2) *Learning at Home*. The learning aspect at home is in the medium category with a fairly high average index value of 78.18, which indicates that parental involvement in accompanying children's learning at home is quite good.

(3) *Communication*. Most respondents were in the low category (71.4%), meaning that parents' efforts to discuss matters related to their children's academics with teachers were not good enough. Discussions regarding matters related to the continuity of children's learning and development are still relatively rare.

Of the three aspects studied, only the home learning aspect is in the medium to high category. It can be said that these results follow the findings of Rizalie and Aslamiah (2015) that parents of state elementary school students tend to be better at assisting their children in learning but less so in the aspect of establishing relationships with the school. According to the findings of a study conducted by the *Education Endowment Foundation* (EEF), one of the things schools can do to encourage parental involvement is to build sustainable programs. Some programs that can be implemented include equalizing expectations, holding outreach programs to support learning assistance at home, holding face-to-face meetings, and offering visits for students from lower to middle economic levels (Poortvliet et al., 2018).

Table 2 Statistical distribution of observed variables

Variable	Minimum-Maximum	Mean $\pm$ Standard deviation	Category (%)		
			Low (<60)	Medium (60-80)	High (>80)
<b>Parental Involvement</b>		57.84 $\pm$ 15.99	58.0	30.3	11.8
Parental Participation	0-100	47.93 $\pm$ 23.23	68.9	21.0	10.1
Home Learning	37.5-100	78.18 $\pm$ 14.64	11.8	44.5	43.7
Communication	0-100	47.44 $\pm$ 24.19	71.4	19.3	9.2
<b>Quality of School Services</b>		80.15 $\pm$ 11.52	4.2	47.9	47.9
Physical Attributes	41.6-100	76.4 $\pm$ 14.69	19.3	45.4	35.3
Reliability	55.0-100	80.8 $\pm$ 11.96	0.8	60.5	38.7
Responsiveness	50.0-100	80.93 $\pm$ 12.81	5.0	46.2	48.7
Guarantee	50.0-100	81.98 $\pm$ 13.42	3.4	47.1	49.6
Empathy	43.7-100	79.51 $\pm$ 14.32	9.2	42.0	48.7
<b>Parental Satisfaction</b>		80.96 $\pm$ 13.73	8.4	47.1	44.5

### Quality of School Services

Judging from the average total index, parents have a high perception of the quality of school services with a score of 80.15. This indicates that parents have a good assessment of the school services they receive.

(1) *Physical Attributes*. This aspect is in the medium category with an average value of 76.4. This means that the facilities, equipment, and appearance of school employees are considered to be quite good.

(2) *Reliability*. This aspect is in the high category with an average value of 80.8. This means that the school's ability to accurately provide services as promised is considered to be very good.

(3) *Responsiveness*. This aspect is in the high category with an average value of 80.93. This means that the willingness to help parents and students in providing services immediately is considered very good.

(4) *Guarantee*. This aspect is in the high category with an average value of 81.98. This means that the attitude and knowledge of the school which shows that they can be trusted is considered to be very good.

(5) *Empathy*. This aspect is in the medium category with an average value of 79.51. This means that the school's concern and attention to the uniqueness of each parent and student is considered to be quite good.

Parents' perceptions regarding the quality of school services in this study were on average in the high category, especially in the aspects of assurance, responsiveness, and reliability. In the guarantee aspect, the highest assessment is on the school's guarantee in helping students meet learning outcomes. At the elementary school level, as a foundation for initial learning, school quality assurance is important because it is a form of responsibility to ensure students meet the criteria set out by national standards (Afriadi, et al., 2023). From the aspect of responsiveness, the best point is the willingness of teachers and other school employees to be contacted via various communication media. According to the American Federation of Teachers (2007), there is no one effective method for demonstrating responsiveness when communicating with parents, so if a school has a variety of communication channel options, parents are likely to have a better perception of the quality of the school. Judging from the aspect of reliability, parents mostly agree with the statement that teachers can teach according to the national curriculum. According to Rohde et al . (2019) and Nguyen et al . (2021) the curriculum implemented by the school and the teacher's ability to teach are things that are considered important by parents, and this is considered to be fulfilled by the majority of parents of students in this study.

### **Parent Satisfaction**

In the results of this research, it was found that almost half of the respondents (49.6%) were in the moderate satisfaction category, followed by the high category (44.5%). Only 5 percent of respondents were in the low satisfaction category. Some of the things provided by the school are considered to be in line with expectations while others are deemed to still require improvement. Even so, the average index is in the high category, meaning that overall parental satisfaction with the school is good. The indicator with the highest total score is communication between schools and parents, while the indicator with the lowest score is overall service. This shows that although the intensity of communication between parents and teachers is categorized as low, parents are satisfied with this condition. On the other hand, even though the perception regarding the quality of school services is categorized as high, satisfaction with this aspect has not really been met.

### **The influence of parental involvement and the quality of school services on parent satisfaction**

A variable is declared to influence other variables if it has a T-statistics value  $>1.96$  or a p-value  $<0.05$ . Based on Table 3, it is found that parental involvement has a direct and significant positive effect on perceptions regarding the quality of school services (2,572,  $t > 1.96$ )

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of 0.211. This means that an increase in the parental involvement variable by one unit can increase the school service quality variable by 0.211. The higher the frequency of parents communicating, participating, and being involved in learning at home, the more positive perceptions they will have regarding the quality of school services. This finding follows research conducted by Kastrati (2014) which states that there is an influence between parental involvement and perceptions of the quality of school services. This is thought to be because when parents and schools have a good relationship, parents are also better able to assess school performance. Apart from that, parents also have an influence in encouraging schools to improve the quality of services and ensure that educational outcomes are appropriate to the wishes of parents as consumers (Sumsion & Goodfellow, 2009).

The next finding is that parental involvement does not have a significant effect on satisfaction. This is in contrast to many findings that state the opposite (Hampden-Thompson & Galindo, 2016; Meier & Lemmer, 2018). However, in research conducted by Bejou (2013) regarding factors that influence parental satisfaction, the results showed that parental involvement did not have a significant influence on satisfaction. However, in the indirect effects test, it was found that parental involvement affected parental satisfaction through the quality of school services as an intermediate variable or mediating variable.

A positive and significant direct effect was also found on the quality of school services on parent satisfaction (7,915,  $t > 1,96$ ) of 0.596. This means that an increase in the school service quality variable by one unit can increase the parent satisfaction variable by 0.596. This finding is in line with many similar studies both in educational services and other types of services (Ashari et al., 2013; Bejou, 2013; Incesu & Asikgil, 2012; Riyadi et al., 2015). The better the perception regarding the quality of the service provided, the higher the satisfaction will arise, resulting in positive disconfirmation. Positive disconfirmation is a feeling of satisfaction that arises as a result of the service received being assessed as exceeding expectations (Sumarwan, 2014).

**Table 3** Results of influence tests between observed variables

	Original samples	T statistics	P values
Parental Involvement -> Quality of School Services	0.211	2,572	0.010*
Parental Involvement -> Parental Satisfaction	0.099	1,588	0.112
School Service Quality -> Parent Satisfaction	0.596	7,915	0,000*

Note: \*significant at  $p < 0.05$

A limitation of this research is the lack of a wide range of children's ages and parents' socioeconomic status so the data tends to be homogeneous. Apart from that, it is not known whether or not there is a program that encourages parents to be involved in their children's learning activities at school, so it cannot be ascertained the cause of parent involvement is in the low category. To overcome this limitation, future research could involve respondents with a wider range of characteristics, for example by comparing the perceptions of parents of public school students with private schools. Apart from that, research can also begin by collecting data through the interview method so that a more precise portrait of school conditions can be obtained before measuring variables.

## Conclusion

This research analyzes the influence of parental involvement and the quality of school services on parent satisfaction with data from 119 parents of students in Bekasi City. The

example in this study is mothers, with the majority of ages categorized as early adults and education levels up to high school graduates. Nearly three-quarters of mothers are housewives. More than four-fifths of family income is below the Bekasi UMK. The average perception of service quality is in the medium category. The average parental involvement is in the low category.

The results of the influence test show that parental involvement has a direct and significant effect on perceptions of the quality of school services. The quality of school services has a direct and significant effect on parent satisfaction. Service quality is a mediator of the influence of parental involvement on parent satisfaction. Parents who have a higher level of involvement and a better perception of the quality of school services will have a higher level of satisfaction. On the other hand, parents with a low level of involvement and a poorer perception of the quality of school services will also have a lower level of satisfaction.

### **Recommendation**

Parent satisfaction is important to achieve because it can be an illustration of children's learning needs and evaluation material to improve the quality of education at school. Based on research findings, parental involvement and the quality of school services influence parent satisfaction. Therefore, apart from efforts to improve the quality of schools, parents also need to be more aware of the role they play in their children's education. Parents need to be willing to be involved in learning at home and establish good communication with the school. Schools need to be aware that parents' perceptions of the quality of service they receive greatly influence parent satisfaction. So, it is important to periodically carry out evaluations so that the educational process and output improve. Apart from that, schools also need to remove barriers between parents and teachers so that good communication and collaboration can be established to support improving the quality of children's learning.

Based on the limitations of the research, it is hoped that further research can expand the types of schools used as research objects so that the characteristics of respondents are more diverse and the results obtained are more comprehensive. Apart from that, it might be better if we could take examples from parents of lower-class students (grade 1-3 elementary school level) because they tend to be more involved in their children's educational activities than higher-class students. Future researchers can also explore other factors that influence parent satisfaction, such as child satisfaction, the child's academic achievement, and the learning methods used.



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