The Relationship Between The Quality Of Educational Services And The Level Of Parental Satisfaction In The Nu 5 Sukun Kepanjen Muslimat Kindergarten

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Abstract: This type of research is quantitative with a cross-sectional approach. This research aims to describe the existence of a positive and significant relationship between the quality of educational services and the level of parental satisfaction at Muslimat NU 5 Sukun Kepanjen Kindergarten. The sample in this study was the parents of students at the Muslimat NU 5 Sukun Kepanjen Kindergarten, totaling 72 respondents with the sampling technique used was simple random sampling. The data analysis used was the Pearson correlation test. The results of this research show that service quality (X) and level of parental satisfaction (Y) are correlated with each other, as evidenced by the ρ value of 0.00 being smaller than the sig value of 0.05 and the correlation coefficient value for each variable is 0.514, which means there is the direction of the relationship is positive with the level of relationship being stated as moderate.

Keyword: Quality of Education Services, Parents, Level of Parental Satisfaction

INTRODUCTION

An educational institution is a production organization that produces educational services purchased by consumers. As is known, an educational institution is an activity that serves consumers in the form of students, parents and also the general public who are known as stakeholders. Educational institutions essentially aim to provide services. The party served wants to obtain satisfaction from the service (Octavina, 2021).

The emergence of various new educational institutions reflects the high level of attention the government and society have paid to the world of education. But on the other hand, this also increases competition between educational institutions. With these considerations, marketing strategies for educational institutions become very important. Universities and schools as educational service providers need to develop initiatives to increase customer satisfaction by providing quality education to students. This is important because education is a process that influences each other and is continuous. Education plays an important role in improving superior human resources (Iriyanto et al., 2021). Therefore, educational institutions are tasked with increasing the competitiveness of their graduates by

improving the quality of education and a marketing strategy for educational services is needed to win competition between educational institutions, as well as to increase the acceleration of improving the quality and professionalism of management of educational institutions (Ma'sum, 2020).

Early childhood education is education aimed at children from birth to 6 years of age to stimulate and maximize aspects of their development (Fauziddin & Mufarizuddin, 2018). There are six aspects of children's growth and development, including religious and moral values, cognitive, language, physical motor, social emotional, and artistic (Fadhila et al., 2023). The quality of educational services is a key factor in determining the success of educational institutions in meeting the needs of children and parents.

Service quality is the expected level of service excellence, this level of excellence can fulfill customer desires (Rohaeni, 2018). Sumarto explained that service quality is an important factor and root that is able to provide satisfaction for customers which is related to the results of word of mouth behavior such as complaints and recommendations (Sulistyawati, 2015). Parasuraman explains that service quality can be defined as how far the difference is between reality and consumers' expectations for the services they obtain or receive (Sulistyowati, 2018). It can be concluded that service quality is not only about meeting expectations, but also creating positive experiences that exceed consumers' expectations. In the educational context, service quality can help educational institutions build a good reputation and strengthen positive relationships with all parties involved. Good quality educational services will create a pleasant learning environment and encourage children to develop their potential as a whole (Bella & Faizal, 2023). At Muslimat NU 5 Sukun Kepanjen Kindergarten, the quality of educational services is the main focus in efforts to improve the quality of education. Thus, the level of satisfaction of parents as consumers of educational services is also an important benchmark in evaluating the effectiveness and quality of educational services provided.

Consumer satisfaction is a consumer's positive feelings related to a product/service, either during use or after using the service or product (Setiawan et al., 2019). Kotler and Keller say that consumer satisfaction is the level of a person's feelings after comparing their perceived performance or results with their expectations (Santoso et al., 2019). Parent satisfaction as consumers in educational institutions is an indicator of the institution's success in providing quality services. Parents who are satisfied with the services provided by the school will tend to have more trust and feel safe entrusting their children's education to the school institution.

Customers in educational institutions must feel satisfied, if customers do not feel satisfied, then customers will leave the educational institution and will move to other educational institutions. Customer satisfaction with educational services is one of the determinants of the success of educational competence. If a school produces educational services that are not of good quality, service customers will immediately leave the school. Likewise, if a school produces educational service products at expensive prices, then educational service customers will move to educational service providers who are cheaper, but have the same quality of education. If a school produces educational service products that educational service customers do not want at all, then in the not too distant future the school will go out of business. Only schools that can meet the needs of educational service customers can survive (Mustolih & Murni, 2018).

Customer satisfaction in the context of educational services (students, parents of students, or other users of educational services) is the result of a comparison between the expectations that parents have when enrolling their children in a particular school and the experiences they experience after their children attend that education. The hope in question is the parent's desire for their child to become an education graduate who is ready to enter a higher level of education (Liana et al., 2016).

Educational services can be seen in various fields, ranging from services in the form of physical buildings to various facilities and quality teachers. Customers will pay attention to the condition of the study room building, leaking roofs, buildings that endanger student safety, cleanliness of the yard, cleanliness of the classroom, availability of toilets, clean bathrooms and running water, surrounding security, lighting, then the availability of various blackboard and chalk facilities. , markers, as well as teachers who are disciplined, authoritative, master the subject matter, want to increase their knowledge, and so on (Widodo et al., 2021). Therefore, customer satisfaction with educational services must always be considered, namely by knowing customer expectations and providing quality service. Service quality is said to be quality if it meets customer expectations so that providing good quality service will certainly have an influence on customer satisfaction (Hernikasari et al., 2022).

Based on the results of a survey conducted by researchers at Muslimat NU 5 Sukun Kepanjen Kindergarten, as a PAUD institution that provides services in the field of educational services, it is not free from obstacles in several aspects. Viewed from various aspects, starting from services in the form of physical buildings to various facilities and educators. From a physical perspective, the Muslimat NU 5 Sukun Kepanjen Kindergarten building already has a fairly good building. In terms of facilities, the Muslimat NU 5 Sukun Kindergarten already has the facilities that make it possible, namely the existence of outdoor and indoor play areas and the availability of learning equipment. The obstacle in terms of educators in PAUD services is that there are still teachers who do not meet the qualifications and competencies according to the educational background that has been determined. Based on the Decree of the Minister of National Education Regulation Number 16 of 2007 concerning academic qualification standards and teacher competency, it is stated that PAUD/TK/RA teachers must have a minimum educational qualification of four diplomas (D-IV) or a bachelor's degree (S1) in the field of early childhood education or psychology obtained from an accredited study program. However, what happened at Muslimat NU 5 Sukun Kepanjen Kindergarten was that there were still several teachers who did not meet the qualifications to educate.

METHOD

This type of research is quantitative research. The research design used is correlational with a cross-sectional approach, namely collecting data at the same time. The variable in this research is the quality of educational services (X) which is categorized as an independent variable, meanwhile the level of parental satisfaction (Y) is categorized as a dependent variable or dependent variable.

The population in this study was 88 people which included all parents of students at the Muslimat NU 5 Sukun Kepanjen Kindergarten. The sample taken was 72 in accordance with calculations carried out by researchers using the Slovin formula with a margin of error or error rate of 0.5%. The sampling method chosen used a simple random sampling technique which refers to probability theory.Data collection techniques are carried out using questionnaires or questionnaires. The measuring instrument used is the Likert scale. To obtain a good and appropriate questionnaire, it is necessary to test the instrument first. The instrument testing used was a content validity test which involved several experts in the process (Puspitasari & Febrinita, 2021) and a reliability test. Next, the data obtained will be analyzed quantitatively which includes normality tests, linearity tests, and hypothesis tests.

RESULTS AND DISCUSSION
Validity Test and Reliability Test

Based on the results of the content validity test from the two expert lecturers, in the questionnaire instrument or questionnaire on the relationship between the quality of educational services and the level of parental satisfaction, there are improvements that need to

be made, namely the consistency of sentences and the choice of vocabulary in several statement items must be in accordance with the indicators contained in the theory. used. After making these improvements, the two expert lecturers stated that the instrument to be used was valid and suitable for use.

After carrying out a validity test with two expert lecturers, the researcher carried out a reliability test. The purpose of conducting a reliability test is to ensure that the instrument or questionnaire used can provide consistent results when used repeatedly. The basis for taking the reliability test used in this research is, if the resulting value is > 0.6 then the instrument has good reliability or in other words the instrument is reliable and vice versa (Sugiyono, 2018). The calculation for testing the reliability of the educational service quality questionnaire instrument in this research is as follows.

Table. 1 Reliability Test Results of the Education Service Quality Questionnaire

Reliability Statistics	
Cronbach's Alpha	*N of Items*
.939	19

The calculation for testing the reliability of the questionnaire instrument for the level of parental satisfaction in this study is as follows.

Table. 2 Results of the Questionnaire Reliability Test for Parental Satisfaction Level

Reliability Statistics	
Cronbach's Alpha	*N of Items*
.917	4

Based on these two tables, the Cronbach's Alpha value obtained on the education service quality instrument is 0.939 and 0.917, which means, the value is > 0.6 so it can be concluded that the education service quality instrument and the level of parental satisfaction in this study are declared reliable because the value The results obtained are in accordance with the previously established basis for taking reliability tests.

Description of Variable Data: Quality of Education Services and Level of Parental Satisfaction

Based on research data, the educational service quality variable has the highest score of 76 and the lowest score of 35 with an average value (mean) of 64.18; (median) of 65; (mode) of 66; (range) of 41; and standard deviation of 6.965. The frequency distribution table for the educational service quality variable is as follows.

Table. 3 Frequency Distribution of Quality of Education Services

No.	Kelas Interval	Frekuensi	Persentase (%)
1.	35-40	1	1,4%
2.	41-46	1	1,4%
4.	53-58	11	15,3%
5.	59-64	19	26,4%
6.	65-70	30	41,7%
7.	71-76	10	13,9%

Based on this table, it can be seen that the lowest frequency of data on the quality of education services at Muslimat NU 5 Sukun Kepanjen Kindergarten is found in the interval classes 35-40 and 41-46, each of which only has 1 respondent (1.4%). Furthermore, the highest or greatest frequency was in the 65-70 interval class with a total frequency of 30 (41.7%) respondents. The majority of respondents gave an assessment of the quality of educational services which tended to be high, this indicates that TK Muslimat NU 5 Sukun Kepanjen has provided good educational services according to the perception of most respondents and based

on the frequency distribution table it also shows that only a few respondents gave a low assessment in under number 53.

Furthermore, based on research data that has been tested using descriptive statistical tests with the help of SPSS 27.0 for Windows, the parent satisfaction level variable has the highest score of 16 and the lowest score of 8 with an average value (mean) of 13.15; (median) of 13.50; (mode) of 12; (range) of 8; and standard deviation of 1.866. The frequency distribution table for the parent satisfaction level variable is as follows.

Table. 4 Frequency Distribution of Parental Satisfaction Levels

No	Kelas Interval	Frekuensi	Persentase (%)
1.	8-9	4	5,6%
2.	10-11	5	6,9%
3.	12-13	27	37,5%
4.	14-16	36	50%

Based on this table, it shows that the highest frequency of parental satisfaction level data is in the interval class 14-16 with a total frequency of 36 (50%) respondents, then the lowest frequency is in the interval class 8-9 with a total frequency of 4 (5.6%).) respondents and the interval class 10-11 with a total frequency of 5 (6.9%) respondents where the two interval classes do not have a significant difference in the total frequency. It can be concluded overall that the majority of respondents gave a positive response to the educational services provided by TK Muslimat NU 5 Sukun Kepanjen with 27 (37.5%) and 36 (50%) respondents giving assessments in the agree to strongly agree category.

Data Analysis Results

Before the normality test is carried out, the researcher first calculates the residual value from the total value of all data. After the residual value is obtained, then a normality test is carried out. In this research, the normality test used is the Kolmogorov Smirnov normality test with a significance level of 5%, which means that if the significance value is > 0.05 then the research data is interpreted as having a normal distribution. The following table shows the results of the normality test in this study.

Table. 5 Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
Asymp. Sig. (2-tailed)^c	.193

Based on the table, the results of the normality test show that the significance value obtained is 0.193 with a significance level used of 5% and not < 0.05, so the value is declared to be normally distributed. Next, after carrying out the normality test, the researcher carried out a linearity test. The following table describes the results of the linearity test in this study.

Table. 6 Linearity Test Results

Variable	*Sig Deviation from Linearity*	Taraf Signifikansi	Keterangan
Kualitas Pelayanan Pendidikan dan Tingkat Kepuasan Orang Tua	0,229	0,05	Linear

Based on the results in table 6, it can be seen that the variables of educational service quality and level of parental satisfaction have a linear relationship. This is based on the Sig value. The Deviation Linearity obtained is 0.229, which means this value is more than the predetermined significance value, namely 0.05. It can be concluded that the variable quality of educational services and the variable level of parental satisfaction have a linear relationship.

Hypothesis testing is carried out after carrying out classic assumption tests (normality test and linearity test). The parametric statistical test used is the Pearson correlation test with the help of SPSS 27.0 for Windows.

Table. 7 Hypothesis Test Results

Correlations			
		Kualitas Pelayanan Pendidikan	Tingkat Kepuasan Orang Tua
Kualitas Pelayanan Pendidikan	*Pearson Correlation*	1	.514**
	Sig. (2-tailed)		.000
	N	72	72
Tingkat Kepuasan Orang Tua	*Pearson Correlation*	.514**	1
	Sig. (2-tailed)	.000	
	N	72	72

Based on this table, it shows that the sig value. (2-tailed) obtained for each variable is 0.00, which means the sig value. (2-tailed) is less than the predetermined significance value, namely 0.05. So it can be stated that the variable quality of educational services and the variable level of parental satisfaction have a relationship or are correlated. It can also be seen in table 7 that the Pearson Correlation or correlation value obtained for each variable is 0.514, this indicates that the form of relationship between the variables is positive with the level of relationship stated to be moderate in accordance with the interpretation of the correlation coefficient contained in the table the following.

Table. 8 Interpretation of Correlation Coefficients

Interpretasi Koefisien	Tingkat Hubungan
0,00 – 0,199	Sangat rendah
0,20 – 0,399	Rendah
0,40 – 0,599	Sedang
0,60 – 0,799	Kuat
0,80 – 1,000	Sangat kuat

Source: (Sugiyono, 2018)

Discussion

Based on the results of research conducted by researchers using the SPSS 27.0 application, it was found that the ρ value was 0.00 or smaller than 0.05. This can be interpreted as meaning that the hypothesis which states that there is a positive and significant relationship between the quality of educational services and the level of parental satisfaction at Muslimat NU 5 Sukun Kepanjen Kindergarten, Malang Regency is acceptable. Apart from that, the correlation coefficient value for each variable was 0.514, which means there is a positive direction of relationship with the level of relationship being stated as moderate.

Based on the positive relationship found in this research, the implications that can be conveyed to the Muslimat NU 5 Sukun Kepanjen Kindergarten school are that the school needs to maintain and continue to improve the quality of educational services that are already good so that the level of parental satisfaction is maintained and will always meet expectations. parents. Apart from this, the school also needs to regularly evaluate the quality of services provided and actively collect input or feedback from parents. This will help determine areas that need improvement and ensure that parental satisfaction remains a priority in the delivery of educational services. As one example, the school can improve existing facilities in the school environment based on input or feedback from parents as well as implementing training programs for teaching staff in terms of good communication with parents. These efforts will not only benefit students, but will also strengthen and strengthen positive relationships between

schools and parents. This is also an important component in creating a more optimal educational environment.

CONCLUSION

Based on the results of the research and discussion, the conclusion of this research is that there is a relationship between the quality of educational services and the level of parental satisfaction at Muslimat NU 5 Sukun Kepanjen Kindergarten, Malang Regency. This can be proven by the ρ value obtained from the results of the Pearson correlation hypothesis test that has been carried out, namely 0.00 or smaller than the predetermined significance value, namely 0.05. The correlation coefficient value for each variable was also obtained at 0.514, which means that there is a positive direction of relationship with the level of relationship being stated as moderate.

The results of this research have indeed succeeded in proving that there is a positive correlation or relationship between the two variables of educational service quality (X) and the level of parental satisfaction (Y). However, it should be noted that the data analysis technique used in this research is Pearson correlation, where the data analysis technique only shows whether there is a relationship between the variables used without being able to determine which aspect is the most influential. Advice that researchers can give to future researchers is that they are advised to use more complex statistical data analysis techniques such as multiple regression to find out which aspects contribute most to the level of parental satisfaction.

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