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The influence of educational service quality on parent and student satisfaction in Private High School X, Bandung City

Yehezkiel Bobby Slamet*, Sekolah Tinggi Ilmu Ekonomi Harapan Bangsa, Bandung, West Java, Indonesia
Bobby Wiryawan Saputra, Sekolah Tinggi Ilmu Ekonomi Harapan Bangsa, Bandung, West Java, Indonesia

*Email for Correspondence: yehezkielbobby.s@gmail.com bobby@ithb.ac.id

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ABSTRACT

The purpose of this study is to determine the influence of the quality of educational services on the satisfaction of students and parents of students at private high school X, Bandung City. This research was conducted in West Java Province, especially at Senior High School (SMA) "X" Bandung city which is a private school with a national level plus and accredited A. The population of this research is all students in grades 10, 11, and 12 totaling 68 people and their parents, namely 34 people. From the results of the research data processing, it was found that the dimension that had the lowest average value compared to other dimensions both from the responses of parents and students was tangibles. The average score of the students' responses was 3.06 with the good category, while the parents' responses had a value of 3.07 with the bad category. The quality of education services has a positive and significant influence on students' satisfaction with the total influence of 97.9%.

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INTRODUCTION

Senior High School (SMA, *Sekolah Menengah Atas*) education is part of formal education in Indonesia at the high school level which is taken after graduating from the Junior High School (SMP, *Sekolah Menengah Pertama*) level (Hanifah & Khairunnisa, 2023). High school education is an important level of education, because it is based on the fact that the purpose of high school education is not only to improve intelligence and personality, but also to provide broad skills (life skills) to prepare students at the university level and community life (Siswaya, 2019). Life skills taught at the high school level include the ability to make decisions, communication skills, the ability to work together and collaborate, the ability to think critically and creatively, and the ability to manage and organize (Mitra, 2023).

The importance of high school education today is due to the abilities prepared by schools so that students are not only equipped with knowledge for the university level but also 21st century skills (Ningrum et al., 2019). This important high school education is illustrated in the number of high school students in Indonesia which continues to increase. The number of high school students at the Indonesian state level has increased significantly over the last 5 years. The higher the educational needs and the number of students, the more schools with quality educational services are needed (Fasani, 2016).

High schools with quality educational services are increasingly needed because quality educational services can support student learning at school. This is strengthened by Sa'idu (2021), who stated that the quality of educational services that are in accordance with the expectations of students can increase student comfort and students' awareness of education. The quality of educational services is the level of suitability of a service provided by a school between what is expected by students (customers) and what is received by students (Iwijayanti & Jannah, 2019). The educational services that need to be provided by high schools for their students include facilities and infrastructure as well as teaching staff (teachers, homeroom teachers, students, curriculum, and principals) (Kusjono & Sudjiani, 2019). Facilities and infrastructure are educational resources that can make teaching and learning activities in schools more meaningful, quality and fun, so the learning program is more effective and efficient (Megasari, 2020). Educational facilities include desks, computers, whiteboards, markers, as well as chairs and educational infrastructure including toilets, laboratories, UKS, fields, and canteens (Megasari, 2020).

The quality education can be determined by teaching staff or educators (Adawiyah, 2019). Therefore, it is necessary to have teaching staff who are not only good when interacting with students but also have professional competence in order to improve the quality of education in the school. Based on these educational service factors, it can be measured in accordance with student expectations by using the SERVQUAL method which is grouped into five dimensions, namely physical evidence (Tangible), reliability, empathy, responsiveness, and assurance (Nurfadli et al., 2020).

The suitability of the quality of educational services provided by schools can determine student satisfaction with the school (Walyuniar et al., 2022). This is because the quality of educational services affects satisfaction more than school culture and image (Triwijayanti et al., 2022). Student satisfaction is a form of positive attitude given by students in teaching and learning activities towards the services provided by schools and teachers because there is a match between expectations and what students receive (Nugroho, 2021). Student satisfaction also affects the success of the school which is reflected in the increasing number of students who register, because student satisfaction will make students give a positive word of mouth to their environment so that students will recommend friends in their environment to work at the school (Sulhak et al., 2020). Based on the fact that students are satisfied with the quality of the educational services provided by the school, the student will recommend the school to others so that they can experience the quality of the school's educational services (Lukita et al., 2020). The results of these recommendations will increase the number of students who register at the school.

In fact, many students at private high school X, Bandung City feel dissatisfied, because based on the results of a survey during teaching and learning activities, the majority of students feel lazy and unenthusiastic about learning and experience discomfort during learning. Based on interviews with the 10 students, 5 students stated that the cause of laziness and lack of enthusiasm was a small space for activities both resting and playing, a distance between spaces that was quite far and a projector that was sometimes less visible, but 5 other students said that the cause was from teachers who taught uninteresting and less informative (not related to today's problems). The dissatisfaction felt by students with the lack of quality of educational services also has an impact on students' motivation to learn. Based on the results of interviews with teachers of Student Counseling Guidance at private high school X, Bandung City, students increasingly show a decrease in learning motivation which is shown through the emergence of negative attitudes towards teaching and learning activities, lack of student time management, and a decrease in the learning process of students such as not wanting to study, leaving class without permission, not wanting to be at school, and others. Based on the results of interviews with teachers in the curriculum and student affairs fields, it also shows the same things such as a decline in student achievement, learning outcomes that do not show progress, student participation in school activities that continues to decline, the increasing number of students who are late both coming to school and entering classes after recess, as well as a decrease in students' desire to use school facilities in exploring their interests Learners. The results of interviews with several other students showed student complaints such as some teachers who did not enter on time, canteens that were far away, lack of refreshing rooms, and lack of communication between teachers and students. Based on this, student dissatisfaction is mostly caused by the lack of quality of educational services at private high school X, Bandung City.

Dissatisfaction with the quality of educational services at private high school X, Bandung City is also felt by the parents of the students at private high school X, Bandung City. This is shown based on the results of interviews with Counseling Guidance teachers and several homeroom teachers who received many complaints from students' parents because of several things that were not in accordance with parents' expectations, namely lack of English, less than optimal facilities, a small number of students, teachers who were not assertive, character education in each lesson that was still lacking, too prioritizing academics, not suitable between the tuition paid and the facilities provided. Based on the number of complaints from parents who entered through Counseling Guidance teachers and homeroom teachers this year reached 50%, parents of students have submitted their complaints.

Based on the results of interviews with 8 parents, 2 people were dissatisfied with the quality of classrooms and sports facilities, 3 people were dissatisfied with the teacher's lack of assertiveness, 2 people were dissatisfied with the school that only focused on academics, and 1 person was dissatisfied with the development of their character. Of the 8 parents, 4 of them mentioned the cause of dissatisfaction because of the large school fees and the other 4 people mentioned that the school was already at the national level plus, but no parents felt the need to change the cost or school level but the school should just improve the quality of its educational services. The dissatisfaction of students and parents at private high school X, Bandung City not only has an impact on the relationship between the school and students and parents, but also has an impact on the decrease in the number of new students who apply to private high school X, Bandung City, even though the number of high school students in the city of Bandung continues to experience a significant increase. This is because around ±90% of students have siblings and relatives at the kindergarten, elementary, and junior high school levels at private school X, Bandung City, so that the dissatisfaction experienced by students and parents directly or indirectly will be

conveyed and felt by their siblings or relatives. This is also supported based on interviews conducted on 5 parents who were dissatisfied with the quality of services provided by the school that 3 people told their siblings / relatives not to go to school there while the other 2 conveyed to their friends. Therefore, it is necessary to test the influence of the quality of educational services on the satisfaction of students and parents of students at private high school X, Bandung City so that private high school X, Bandung City can find out the most impactful educational services so that they are immediately improved and which services need to be maintained so that students' expectations can be met and the satisfaction of students and parents at private high school X, The city of Bandung can be improved.

Based on the background that has been mentioned, the purpose of this study is to determine the influence between the quality of educational services on student satisfaction and parent satisfaction in private high school X, Bandung City. This research is expected to provide input to improve the quality of educational services at private high school X Bandung City, as well as increase student and parent satisfaction, help schools understand their expectations and experiences, and provide insights and experiences for researchers in the field of education management.

The hypotheses used in this study are:

1) H1 : The quality of educational services at Private High School "X" in the city of Bandung has an effect on student satisfaction and parent satisfaction
2) H0 : There is no influence between the quality of educational services at Private High School "X" in Bandung City and student satisfaction and parent satisfaction

METHOD

This research is a type of quantitative research. This research was conducted in West Java Province, especially at Senior High School (SMA) X, Bandung City which is a private school with a national level plus and accredited A. This research has started from May 5, 2024 to July 31, 2024. The population of this study is all students in grades 10, 11, and 12 totaling 68 people and their parents, namely 34 people.

The type of data used is quantitative data in the form of questionnaire answers from various respondents which are converted into numerical data (quantitative). Data obtained from questionnaires using the Likert scale will be converted into numerical data. In this study, the data source is a primary data source obtained through observation, interviews and surveys on both students and students' parents. As for the analysis technique, the researcher used ANOVA analysis and regression analysis.

RESULTS AND DISCUSSION

Partial Hypothesis Test (T-Test)

In the partial hypothesis, a t-test is used to test whether individually, the quality of educational services has a significant effect on the satisfaction of parents and students. The analysis of the influence of the variable of education service quality (X) on the satisfaction of parents and students (Y) was obtained based on the output of IBM SPSS v27.0. The following are the results of the analysis of the influence of the quality of educational services on the satisfaction of parents and students.

Table 1. Test of the Quality of Educational Services on the Satisfaction of Parents and Students

Coefficients[a]						
Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	*Std. Error*	*Beta*		
1	(Constant)	-3.654	.550		-6.648	.000
	Quality of Educational Services	.135	.002	.989	63.344	.000

a. Dependent Variable: Student Satisfaction

Source: Primary Data Processing Results, 2024

Based on the table above, it can be seen that the direction of the relationship between the quality of educational services and the satisfaction of parents and students is positive (the coefficient value in column B), there it is written 0.135, meaning that when there is an improvement in the quality of educational services, it will increase the satisfaction of parents and students.

Then the author tests the hypothesis using a t-test which has the following provisions.

1. If t counts > t table, then H0 is in the rejection area, meaning that Ha is accepted or there is an influence.
2. If t counts < t table, then H0 is in the acceptance area, meaning that Ha is rejected or has no effect.

Hypothesis:

H0 : There is no significant influence of the quality of educational services on the satisfaction of parents and students at Senior High School (SMA) "X" in the city of Bandung.

Has : There is a significant influence of the quality of educational services on the satisfaction of parents and students at Senior High School (SMA) "X" in the city of Bandung.

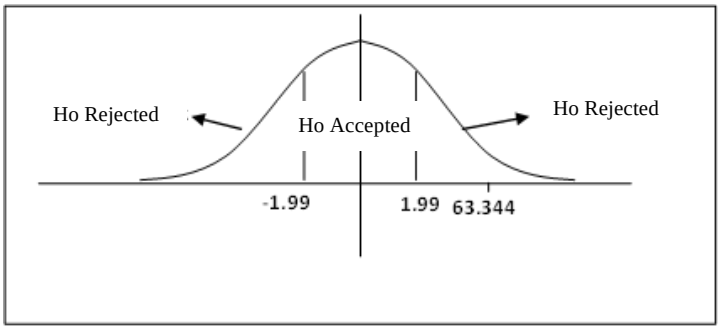

Figure 1. Partial Hypothesis Test of Educational Service Quality

Based on **the previous calculation** , where a t-count of 63.344 was obtained and the degree of freedom (n-k-1) or 88-1-1 = 86 was obtained the t-number of the table 1.99 so that the t-count > t-table. This means that H0 is rejected and Ha is accepted, so there is a significant influence between the quality of tangible education services on the satisfaction of parents and students. Thus, the hypothesis that there is an influence between the quality of tangible educational services on the satisfaction of parents and students can be accepted, so the hypothesis is accepted.

Coefficient of Determination (R2)

The determination coefficient is used to see the magnitude of the influence of the quality of education services (X) on the satisfaction of parents and students (Y). The following is the result of the calculation of the deterimity coefficient based on the output of IBM SPSS v27.0.

Table 2. Coefficient of Determination

Model Summary[b]				
Type	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.989a	.979	.979	.52018

a. Predictors: (Constant), Quality of Educational Services

b. Dependent Variable: Student Satisfaction

Source: Primary Data Processing Results, 2024

Based on the table above, it can be seen that the value of the simultaneous correlation coefficient is 0.989 then the determination coefficient (R2) is obtained with a value of 0.979. This means that the total influence between the variables of the quality of educational services on the satisfaction of parents and students (Y) is 97.9% while the remaining 3.1% is the influence of other variables that the researcher was not involved in this study.

Based on the above description, the conclusion of the hypothesis test can be made which is described as follows:

H1: The hypothesis is acceptable because there is a significant influence of the quality of educational services on the satisfaction of parents and students at Senior High School (SMA) "X" in the city of Bandung.

Discussion

From the results of the research data processing on the quality of educational services, it was found that the dimension that had the lowest average value compared to other dimensions both from the responses of parents and students was tangibles. The average score of students' responses was 2.99. Although classified as good, students stated that the school walls looked dirty, with many footprints, graffiti, and traces of friction between the wall and the desk. This is in line with the conditions in the field that the school has not carried out maintenance such as repainting or updating the building. If this is left unchecked, it will have an impact on the school building that looks dirty in the eyes of students and everyone in the school. In addition, WIFI in schools is very slow and requires different access or *passwords* even though it only moves between classes. This happens because WIFI is used by many people, so the speed of WIFI becomes slow. This condition is important for students because most of the learning and teaching activities use the internet. Therefore, the school needs

to increase the wifi speed so that teaching and learning activities can run effectively and efficiently. In addition, students said that the distance between the classroom and the science laboratory and the canteen is very far, the laboratory is inadequate (both in terms of the physical building and from the provision of laboratory equipment), the laboratory condition is relatively hot without fan or air conditioning facilities. This condition makes students' motivation to socialize and practicum decrease. Therefore, it is necessary to update the canteen and science laboratory facilities to support students' motivation and make students able to socialize between students. Students said that the school conditions were clean and comfortable for learning activities, this was because the cleaning service officers at the school always cleaned the toilets and classroom hallways and even always tidied up and mopped the classroom. In addition, school library facilities are very complete and comfortable with air conditioning facilities.

In terms of parents' responses to the tangibles dimension, it has an average score of 2.97.interpreted as the same as the students, even though the score is classified as good, but parents say that the school building looks dull from the outside (the back of the building looks a lot of cracks and some paint has even changed color to darker and blacker). This is because the foundation or school construction process is not optimal, so it is easy to appear cracks when exposed to changes in heat and cold. Apart from the outside, the inside of the building also has a wall that has many cracks and is very dirty with footprints, plus next to the building there is a building whose construction has not been completed for a long time and is abandoned so that it makes the school building look dirty. However, it is different from the library facilities in the school, which are considered to look very classic but have a beautiful touch with wooden walls and a large space for reading as well as air conditioning and cleanliness that support make the school library have a prominent quality. Based on the findings at the school, it is therefore necessary for the school to renew the school building and clarify to parents about the continuation of the construction of the building so that parents' expectations can be achieved and make parents proud of the school building. Schools should also highlight other facilities besides libraries because the school itself already has digital room facilities, E-sports rooms, and music rooms that contain various types of complete musical instruments.

The next dimension is reliability which is the second lowest based on students with an average score of 3.06 which is in the good category. Students said that administrative staff always help in making certificates or permits to participate in the competition. The administrative staff made the letter carefully but the tempo was very slow. Administrative staff need 2-3 days to create a single letter. Letters for holiday activities, changes in learning time are often late to inform students. The long process resulted in the letter for the scholarship being worked on by guidance and counseling teachers. Guidance and counseling teachers quickly assist students in preparing scholarship requirements. Students feel that there are some teachers who are not fast in providing solutions. Students expect solutions that can be applied immediately. When students experience confusion in understanding the material, the teacher will give time to explain again. Critical student questions such as information on the internet and taught are different, the teacher takes a long time to be able to explain again. The teacher gives a follow-up test according to the agreed time when the student does not enter. When the teacher sees that the students are not feeling well, the teacher asks the students to rest at UKS. Teachers provide solutions when students experience problems with friends/teachers/family. Academic problems such as declining grades are quickly addressed by schools due to the large number of teachers. Teachers can understand students' family backgrounds that have an impact on their academics and attitudes. At school, there are teachers who take care of competition activities. The teacher's response to students has an impact on students looking at the administrative staff. Schools need to socialize students about making correspondence. Schools can provide training for administrative staff to be able to work faster and more accurately.

Meanwhile, parental reliability has an average score of 3.11 which makes the reliability dimension the second highest with a good category. Parents are rarely given complete and clear information from teachers regarding learning. However, teachers are very helpful in providing solutions when students experience problems or difficulties in the learning process. With the aim that students can also develop and improve their learning methods. Parents are less focused when explained at the beginning and more focused when there is a problem with their child, so some information is not clear. Teachers' support for students can also be felt by parents. The school provides practice while at school so that students do not have homework. Students who do not understand can directly ask the teacher during class hours. So that when they are at home, students have a lot of time to gather together with their families. Teachers support students to have time to develop their interests and talents. Parents see teachers responsively serving students when students experience difficulties in academics and non-academics.

The next dimension is the third dimension from both the parent and student sides, which is empathy. The average score from the student's side regarding the empathy dimension was 3.07. This can be seen by the presence of some students who pay attention to the manners or friendliness of the administrative staff and only a few of the students who have met with the administrative staff several times because most of it is done by

parents, but from 1-2 people say that the administrative staff looks less friendly so they feel that the administrative staff is less polite.

Different assessments are given to teachers by students. Because students who feel that most teachers are easy to talk to and are very friendly when talking both during lessons and during recess, coupled with the attitude of teachers who are adaptive to students makes students feel heard and cared for while at school, so that students feel that teachers have a high value of empathy. This is because in the field teachers are required to maintain the mental health and well-being of students, especially if the teacher is assigned. Teachers' concern for students is also supported by a program from the ministry to adjust learning to be more student-centered learning and make students motivated in learning, so that teachers become more concerned about students both from lessons and the lives of students' friends and families. The impact of the difference in empathy between teachers and administrative staff makes students less independent in terms of administration and it is better to ask for help from teachers or even directly to students' parents. Schools should make SOPs for administrative staff so that students are more independent regarding administrative handling and are not spoiled.

The empathy dimension from the parent side has an average score of 3.08. The same parental assessment as students is caused by some administrative staff services sometimes lack a sense of comfort for students, making administrative problems that should be carried out by students by parents. The impact of the treatment of administrative staff on students makes parents give a bad first impression and leads to negative parental assessments of administrative staff. Parents' assessment of teachers also became positive due to the influence of students in the form of stories of students' experiences with teachers during family gatherings. Opinions given by parents about teachers such as the full attention that teachers give to students both during learning and during recess which makes their children more open to teachers at school. Even some parents also said that they felt that their children were more open to their teachers than their parents. The same assessment between parents and students regarding this dimension shows that the services provided by administrative staff or teachers to students can have an impact on parents' views and assessments of them. Therefore, schools really need to evaluate the behavior and empathy of administrative staff, at least so that students do not feel afraid to take care of administration.

The dimension that is in the top second position on the student side is the responsiveness dimension which has an average score of 3.08 with a good category. The high assessment is due to the fact that students feel that the teacher is friendly and provides solutions when they are talked to. In fact, teachers are more focused on school hours and in addition many teachers prefer to meet face-to-face rather than chat. This is because many of the students become difficult to contact when students need to collect homework or just remind students to follow-up. However, this tendency makes it difficult for teachers to be contacted by students and is supported by the number of teachers who do not want to be contacted outside of school hours. So that teachers become difficult to be invited to meet by students, which makes students feel that teachers are less agile in serving students. Even though in school teachers become more agile in serving students, the purpose of teachers who only want to serve during school hours is to teach students to focus more on school and appreciate the work of teachers at school. The positive view that students give in this case is because students see the performance of administrative staff through chat. The positive performance of the administrative staff that was also felt by the students was to serve very quickly and also explain in detail when students needed an explanation related to payment. According to students, the administrative staff will give such a response if students follow the existing procedures. The impact of this is the lack of teacher affordability and the imbalance in the performance of administrative staff between online and offline. Even though the majority of students spend their time in front of their mobile phone screens, so it will be easier to reach students. Therefore, schools need to align the performance of administrative staff between online and offline so that it can be optimal, and there needs to be a discussion between teachers and students so that the intentions of teachers and students become more harmonious.

The responsiveness dimension from the parent side is in first place with the highest average score of 3.13 with the good category. Positive responses from parents regarding the responsiveness dimension are caused by the position of parents which is a priority scale by both administrative staff and teachers. Parents also feel this way when chatting with administrative staff or teachers. Parents' considerations are also influenced by the work of the parents, such as most parents from the service department will inform that the performance of administrative staff is not fast and precise. However, some other parents think that it is something that should be fixed immediately by the administrative staff. The administrative treatment that has experienced a lot of criticism from parents is that there is a fairly long queue when meeting in person and sometimes there are even mistakes even though the parents have come directly to the place. Because according to parents, administrative staff are the front line of the school. Even so, the administrative staff has been correcting their mistakes for a long time, such as by making it easier to meet the administrative staff, so there is no need to wait in line or break hours for quite a long time and can also make an appointment easily with the administrative staff during working hours. The impact if this is not immediately corrected is that there is a

significant decrease in satisfaction from parents and even has an impact on student satisfaction, because parents and students often get together. So it is necessary for schools to improve the performance of administrative staff both by making SOPs and evaluations, so that positive responses from parents do not decrease because it can have an impact on their satisfaction.

The assurance dimension has an average score of 3.09 with a good category, this is the highest dimensional score of student responses. Despite having the highest scores, students feel that the administrative staff sometimes looks less friendly than the smile given when students arrive and because the administrative staff seems to be more focused on their parents. In addition, students also feel that access to the school environment is very easy without good care. According to the assessment from the students regarding the teacher's side, the student said that the teacher had provided a sense of security and security because every time a student had a critical question during class hours, the teacher could answer well without demeaning the students who asked questions and even answered politely like everyone without discrimination. The assurance dimension from the parent side is in the fourth lowest position with an average score of 3.07 which has a good category. This seems to be the same situation felt by students where parents say that administrative staff are considered impolite because sometimes they feel rushed. However, this is not the case with teachers, where teachers spend most of their time focusing on discussing or talking to parents so that parents feel safer and more comfortable when talking to teachers. The sense of security created through services that can provide a sense of security for both students and parents is certainly very important in determining satisfaction, therefore schools need to improve and increase the sense of security for students and schools, for example, limiting access to entry, administrative staff and teacher services that are more friendly and appropriate in providing information.

Students' satisfaction with the implementation of education in schools that balance theory and practice shows an interesting phenomenon. Several factors affect the phenomenon of student satisfaction with holistic education. The first is the application of student-centered learning in holistic schools. Learning that involves students in the learning process and applies the theories learned. The second factor is the use of learner-oriented learning methods, which allow learners to apply the theories they learn into real life. Third, students can use the theories they have learned better in real life thanks to adequate infrastructure in holistic schools. This is in accordance with the results of the interview where what the first students really saw was the many practices carried out in schools such as direct surveys in the field about cultural diversity, the process of making food using technology, or even just after explaining the theory directly bringing students to the laboratory to prove the theory. According to the students from the interview, they also felt that with the many instruments of various musical instruments and music recital events that made students feel how the results of their learning to perform in a music concert. As well as entrepreneurship activities that allow students to apply the economics they have learned or make products from experimental results that can be sold at the event make students feel very happy and satisfied with the learning provided by the school.

Parents' satisfaction with schools that implement holistic education, such as the balance of theory and practice, as well as many teachers, shows an interesting phenomenon. The average score of the parent satisfaction variable that was considered "Good" was 2.78. The phenomenon of parental satisfaction with school as a whole is influenced by various factors. The first factor is student-centered learning that takes place in a comprehensive school, allowing students to become active learners and be directly involved in the learning process. This allows students to apply the theories they have learned in practice and experience the benefits firsthand, especially at home. The next factor is the large number of teachers in holistic schools to help schools provide better quality educational services to students. The third factor is where the school involves parents in a holistic school to provide the support and motivation that students need to learn better. This is in accordance with the results of interviews with parents that parents are very satisfied with the school that provides many teachers at school so that every student at school does not have to queue or wait if there is confusion outside of class hours about the lesson. Parents also feel that teachers are student-centered either in the preparation of the curriculum or even provide a wide choice of majors that facilitate the diversity of students' interests. What makes parents also feel satisfied with the existing services is the existence of various events that can make students not only learn theory but display their abilities in front of many people or can even apply the practices that have been learned at school.

The satisfaction of parents and students with the school is influenced largely by the quality of educational services provided by the school. Therefore, it is necessary for teachers and administrative staff who are part of the school to coordinate with each other to provide maximum service to both parents and students. In addition to balanced learning between theory and practice as well as student-centered learning that must still be maintained.

Based on the results obtained from the distribution of the questionnaire for the variable quality of education services, it was obtained that the average score of the students' responses was 3.06 with the good category, while the parents' responses had a value of 3.07 with the good category. This means that both parents

and students are satisfied with the educational services provided by the school. Although it has an overall average score of the quality of educational services that is more or less the same from both parents and students, it has a different assessment in the statement on each dimension of the quality of educational services. In the response, students have a sequence of dimensions based on the average score from the lowest to the highest, namely Tangibles, Reliability, Empathy, Responsiveness, and Assurance. However, from the responses of parents, there is a order of dimensions from the lowest to the highest average score, namely Tangibles, Assurance, Empathy, Reliability, and Responsiveness. Students who have an average score on the higher assurance dimension can occur because based on interviews that students feel safe and comfortable at school because of teachers who are polite when teaching, discussing outside of school hours, or just talking casually in the cafeteria. From the parent side, the responsiveness dimension is higher because based on the parent interview, they feel that teachers are polite when they are talked to by parents, both when called when taking report cards, socialization, entrepreneurial activities, or other school activities.

This difference in response between parents and students can be caused by differences in perspectives in assessing interactions with teachers. Students often interact directly with teachers in the context of daily learning, so they focus more on aspects that make them feel comfortable and safe in the school environment. Meanwhile, parents tend to assess the quality of educational services from the point of view of interactions that occur outside the classroom, such as during parent-teacher meetings or other school events. For parents, teachers' responsiveness in communicating and providing information related to their child's academic development is an important indicator in assessing the quality of education. In addition, parents may appreciate the responsiveness aspect more because they see firsthand how teachers respond to their questions and concerns. This is especially the case during formal meetings such as report card taking or school program socialization, where the teacher's responsiveness becomes very visible and memorable for them.

On the other hand, students feel the direct impact of teachers' attitudes and behaviors during the daily teaching and learning process. Teachers who are polite and friendly when teaching or discussing provide a sense of security and comfort, which ultimately increases students' trust and loyalty to the school. Informal interactions such as casual talk in the cafeteria also provide an opportunity for learners to see the human side of their teachers, which strengthens personal relationships and creates a more enjoyable and supportive learning environment. Therefore, differences in focus in interactions and experiences between parents and learners affect the way they assess the quality dimension of educational services. Students emphasize more on the aspect of assurance that they feel directly in their daily activities, while parents pay more attention to the responsiveness they experience in the context of formal communication and school activities.

Based on the test results, it was found that the quality of educational services has a positive relationship with the satisfaction of parents and students, with the influence of the quality of educational services being 97.9% on the satisfaction of parents and students. Parents will feel satisfied if the amount of tuition paid is equivalent to the quality services provided by the school to students such as facilities and infrastructure or the attitude of school staff and teachers who are friendly and responsive. Other parents also responded that the quality of educational services provided by the school to teachers and parents will satisfy both parties, namely between the school and parents and students. Based on interviews with students, they also gave the same results as the test results obtained, where students argued that the good quality of educational services would make me feel more at home in class, when I was refreshing during breaks, and also made me more comfortable at school because of the attentive teachers and could also be discussed. This is in line with the results obtained by Sari & Prasetya (2020) regarding the influence of the quality of educational services on the satisfaction of students' parents and Iwijayanti & Jannah (2019) regarding the influence of the quality of educational services on student satisfaction.

CONCLUSION

The study "The Influence of the Quality of Educational Services on the Satisfaction of Parents and Students at Private High School X, Bandung City" found that the quality of educational services significantly influences the satisfaction of parents and students at the school, with a total influence of 97.9%. To improve the satisfaction of parents and students, schools should evaluate, prepare standard operating procedures (SOPs), and provide training on online and offline services. They should also tighten security measures to prevent unauthorized access, hold notifications for teachers to create group chats, and improve facilities in science laboratories to make students feel comfortable studying there.

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