



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

Anindya Savira^{1*}, Ujang Sumarwan², Istiqlaliyah Muflikhati³

^{1*}Family Science and Child Development Study Program, ²School of Business,

³Family and Consumer Sciences Department.

IPB University, Indonesia.

*Corresponding Author. Email: anindyasaviraanindya@apps.ipb.ac.id

Abstract: This study aims to identify the characteristics, parental involvement, school service quality, and parent satisfaction of public elementary school students and analyze the influence of parental involvement and school service quality on parent satisfaction of public elementary school students. This research used a quantitative approach with a survey method, using cluster random sampling, and a questionnaire was distributed to 119 parents whose children are at the elementary school level in Bekasi City. The data was collected and then processed with descriptive tests and impact tests using SPSS and SmartPLS. The results showed that parental involvement did not have a direct impact on parent satisfaction, but it was moderated by school service quality. School service quality perception had 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.

Article History

Received: 22-12-2023

Revised: 25-01-2024

Accepted: 11-02-2024

Published: 22-04-2024

Key Words:

Parental Involvement;
Parental Satisfaction;
School Service Quality.

How to Cite: Savira, A., Sumarwan, U., & Muflikhati, I. (2024). Parent Satisfaction : Contribution of Parental Involvement and School Service Quality Perception at Public Elementary School. *Jurnal Paedagogy*, 11(2), 217-226. doi:<https://doi.org/10.33394/jp.v11i2.10243>



<https://doi.org/10.33394/jp.v11i2.10243>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



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 (Muzakki, 2023). 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 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, parent satisfaction refers to the level of contentment regarding various aspects based on their experience. 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 & Bunjevica, 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.

Research Method

This research used a quantitative approach with survey methods. The research location was in Bekasi City. The city of Bekasi was chosen *purposively* because of its unique growth in state schools which continues to decline and was 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.

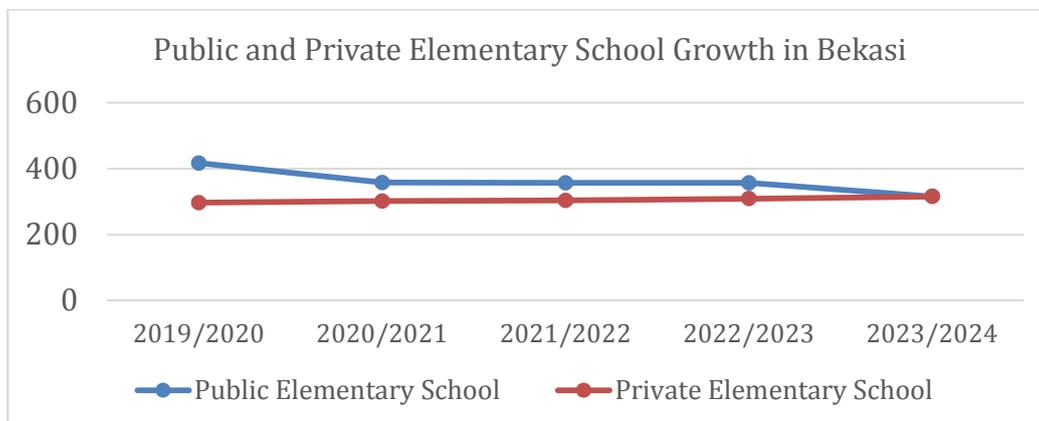


Figure 1 Public and Private Elementary School Growth in Bekasi

The population of this study were parents who had children attending elementary school level in Bekasi City. The example in this research was 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 Milosavljevi uki 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 included 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 were 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 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

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

Category	Number (n)	Percentage (%)
Mother's Age (Years)		
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 ± standard deviation	38.78 ± 5.68	
Mother's Education (Years)		
High school graduate (12)	105	88.2
> High school graduate (> 13)	14	11.8
Min-Max	6-16	
Mean ± standard deviation	11.28 ± 2.61	
Mother's Job		
Housewife	89	74.8
Formal Workers	8	6,7
Informal Workers	22	18.5
Family Income		
<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 ± standard deviation	IDR 3,563,025 ± 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. 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 ± Standard deviation	Category (%)		
			Low (<60)	Medium (60-80)	High (>80)
Parental Involvement		57.84±15.99	58.0	30.3	11.8
Parental Participation	0-100	47.93 ± 23.23	68.9	21.0	10.1
Home Learning	37.5-100	78.18 ± 14.64	11.8	44.5	43.7
Communication	0-100	47.44 ± 24.19	71.4	19.3	9.2
Quality of School Services		80.15±11.52	4.2	47.9	47.9
Physical Attributes	41.6-100	76.4 ± 14.69	19.3	45.4	35.3
Reliability	55.0-100	80.8 ± 11.96	0.8	60.5	38.7
Responsiveness	50.0-100	80.93 ± 12.81	5.0	46.2	48.7
Guarantee	50.0-100	81.98 ± 13.42	3,4	47.1	49.6
Empathy	43.7-100	79.51 ± 14.32	9.2	42.0	48.7
Parental Satisfaction		80.96±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. It 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 still needs to be 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, $t>1,96$) of 0.211. It 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. It is likely because when parents and schools have a good relationship, parents are also better able to assess school performance. Apart from that, parents also influence 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. It 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 $p < 0.05$

The study's findings align with most studies that have similar variables. However, the study found a unique relationship between parental involvement and satisfaction, where the quality of school services acted as a mediator variable. With increased parental involvement, perceptions regarding the quality of school services can also improve. Then, with good perceptions, parental satisfaction can also increase. Based on this research, schools can aim for open communication by regularly providing updates on their efforts to improve students' academic abilities. They can also invite parents to participate in certain learning activities to help them better understand the educational process their children receive.

Conclusion

The results of this research showed that parental involvement had a direct and significant effect on perceptions of the quality of school services. The quality of school services had 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.

The government, particularly the education department, must be actively involved in enhancing the quality of education. Even though public elementary schools in Bekasi City are free of charge, parents are still considered consumers of these services, and their satisfaction is crucial. Therefore, the government should carry out continuous monitoring and evaluation to ensure that the improvements made are relevant to the needs of students and schools, such as the quality of teachers and learning facilities. It will increase parents' interest in state elementary schools and prevent school mergers due to a lack of interest in the future.

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 to 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.

Acknowledgment

The author would like to thank the Education Fund Management Institute (LPDP) of the Ministry of Finance of the Republic of Indonesia for funding the master's education program and the author's research.

References

- Afriadi, B., Fatkar, B., Mirza, M., Fitri, Nur, M., Sobirov, B., & Oli, M. C. (2023). Systematic review of education quality assurance management in school method matching. *International Education Trend Issues*, 1(2):58-66.
- American Federation of Teachers. (2007). Building parent-teacher relationship. Washington DC: American Federation of Teachers.
- Ashari, H., Sumarwan, U., Kibrandoko. (2013). Kepuasan pelaku usaha terhadap kualitas layanan perizinan pupuk di Kementrian Pertanian. *Jurnal Manajemen&Agribisnis*, 10(3):156-164.
- Badan Kependudukan dan Keluarga Berencana Nasional. (2020). *Modul 8 Fungsi Keluarga Edisi Pertama Tahun 2020*. Jakarta: Pusat Pendidikan dan Pelatihan Kependudukan dan KB.
- Bejou, A. (2013). An empirical investigation of the correlates of satisfaction in public schools. *Journal of Relationship Marketing*, 12(4),243-260.
- Budilaksono, H. (2022). Pengaruh mutu layanan, electronic word of mouth dan brand image terhadap kepuasan dan kinerja mahasiswa program magister di sekolah pascasarjana IPB. *Tesis*. Institut Pertanian Bogor.
- Duriscic, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *CEPS Journal*, 7(3), 137-153. <https://doi.org/10.26529/cepsj.291>



- Hampden-Thompson, G., & Galindo, C. (2016). School–family relationships, school satisfaction and the academic achievement of young people. *Educational Review*, 69(2), 248-265. <https://doi.org/10.1080/00131911.2016.1207613>
- Hoang, H. T., Bui, D. T. T., Tran, B. X., Nguyen, H. T., Le, S. Q., Vu, T. T., & Tran-Chi, V. (2022). Factors affecting parents' satisfaction with the quality of preschool educational services. *Humanities and Social Sciences Letters*. 10(3), 313- 325. <https://doi.org/10.18488/73.v10i3.3061>
- Incesu, G., & Asikgil, B. (2012). An evaluation of the relationship between service quality in primary education and parent satisfaction. *International Journal of Business and Management*, 7(18):92-98.
- Jafarov, J. (2015). Factors affecting parental involvement in education: the analysis of literature. *Khazar Journal of Humanities and Social Sciences*, 18(4), 35-44. <https://doi.org/10.5782/2223-2621.2015.18.4.35>
- Jonathan, G., & Iriani, A. (2021). Evaluasi kualitas jasa sekolah dasar dengan model SERVQUAL untuk menangani penurunan jumlah peserta didik. *Jurnal Administrasi dan Manajemen Pendidikan*, 4(1), 51-60.
- Kaczan, R., Rycielski, P., & Wasilewska, O. (2014). Parental satisfaction with school – determining factors. *Edukacja*, 6(131), 39-52.
- Kastrati, H. (2014). Parental involvement in improving quality of schools in Kosovo. *Journal of Educational and Social Research*, 4(4), 383-387. <https://doi.org/10.5901/jesr.2014.v4n4p383>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia. Retrieved September 17, 2022, from Data Pokok Pendidikan Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah website: <https://dapo.kemdikbud.go.id/sp/2/026500>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Indonesia. Retrieved September 14, 2022, from Repositori Kemdikbud website: <https://repositori.kemdikbud.go.id/16742/1/Laporan%20Nasional%20PISA%202018%20Indonesia.pdf>
- Kenedi, A. K., Ahmad, S., Sofiyani T. A. N., & Helsa, Y. (2019). The Mathematical Connection Ability of Elementary School Students in the 4.0 Industrial Revolution Era. *International Journal of Innovation, Creativity, and Change*, 5(5), 458-472.
- Khomsan, A. (2000). *Teknik Pengukuran Pengetahuan Gizi*. Bogor: Institut Pertanian Bogor.
- Kikas, E., Peets, K., & Niilo, A. (2011). Assessing Estonian mothers' involvement in their children's education and trust in teachers. *Early Child Development and Care*, 181(8), 1079-1094. <https://doi.org/10.1080/03004430.2010.513435>.
- Kittredge, B. (2017). The importance of understanding parental satisfaction. Retrieved December 22, 2022, from Empower Mississippi website: <https://empowerms.org/importance-understanding-parental-satisfaction/>
- Kotler, P., Keller, K. L. (2016). *Marketing Management*. London: Pearson Education.
- Kumpan. Retrieved September 14, 2022, from Kumpan News website: <https://kumpan.com/kumpannews/nadiem-50-siswa-belum-capai-nilai-minimum-literasi-1xru3CZdDCI>
- Meier, C., & Lemmer, E. (2018). Parents as consumers: a case study of parent satisfaction with the quality of schooling. *Educational Review*, 71(5), 617-630. <https://doi.org/10.1080/00131911.2018.1465395>



- Milosavljevic Dukic, T., Bogavac, D. S., Stojadinovic, A. M., & Rajcevic, P. D. (2022). Parental involvement in education and collaboration with school. *IJCRSEE*, 10(1), 1-14.
- Mingming, S., Wei, H., Li, Z., & Yu-Sheng, S. (2022). The influence of parental involvement on parent satisfaction: The moderating effect of parental educational level and the number of children. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.752802>
- Muzakki, F. (2023). *Hari pendidikan nasional 2023 dan pencapaian SDG 4 di Indonesia*. Accessed on 25th January 2024, from <https://sdgs.bappenas.go.id/hari-pendidikan-nasional-2023-dan-pencapaian-sdg-4-di-indonesia/>
- Nguyen, T. T., Pham, H., Cao, Q., Nguyen, X. A., & Do, M. T. (2021). Investigating the impacts of core educational quality on the satisfaction and loyalty of parents of secondary school students: the mediating role of transformative quality. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1911283>
- Okolie, U. C. (2022). Service quality delivery and its impact on customer satisfaction: a study of banks in Benin City, Edo State, Nigeria. *Indonesian Journal of Digital Business*, 2(1), 28-37.
- Qiptiah, D. M., & Prawira, S. D. (2021). Analisis tingkat kepuasan wali murid terhadap sistem zonasi sekolah. *Refleksi Edutika: Jurnal Ilmiah Kependidikan*, 11(2), 250-256. <https://doi.org/10.24176/re.v11i2.5559>
- Poortvliet, M. V., Axford, N., & Lloyd, J. (2018). *Working with parents to support children's learning: Guidance report*. London: Education Endowment Foundation.
- Riyadi, S., Hermawan, A., & Sumarwan, U. (2015). Kepuasan masyarakat terhadap kualitas pelayanan Kantor Pertanahan Kabupaten Indramayu. *Jurnal Ilmu Keluarga&Konsumen*, 8(1), 49-58. <https://doi.org/10.24156/jikk.2015.8.1.49>
- Rizalie, A. M., & Aslamiah. (2015). Kajian tentang kepedulian orang tua terhadap proses pendidikan di sekolah dasar: kajian komparasi pada sekolah dasar negeri dan sekolah dasar swasta di Kota Banjarbaru Kalimantan Selatan. *Paradigma*, 10(1):7-16.
- Rohde, L. A., Campani, F., Oliveira, J. R. G., Rohde, C. W., Rocha, T., & Ramal, A. (2019). Parental reasons for school choice in elementary school: a systematic review. *Journal of School Choice*, 13(3), 287-304 <https://doi.org/10.1080/15582159.2019.1643970>
- Saeedi, K. H., Sahibzada, J., Sahibzada, A., & Tareen, Z. (2019). Parents satisfaction from education quality in primary and secondary school, Kandahar City. *Asian Journal of Multidimensional Research*, 8(4), 36. <https://doi.org/10.5958/2278-4853.2019.00133.2>
- Saladin, D. (2003). *Intisari Pemasaran*. Bandung: Penerbit Linda Karya.
- Sapungan, G. M., & Sapungan, R. M. (2014). Parental involvement in child's education: importance, barriers, and benefits. *Asian Journal of Management Sciences & Education*, 3(2), 42-48.
- Sumsion, J., & Goodfellow, J. (2009). Parents as consumers of early childhood education and care: The feasibility of demand-led improvements to quality. In D. King, & G. Meagher (Eds.), *Paid care in Australia: Politics, profits, practices*. Sydney University Press.
- Sumarwan, U. (2014). *Perilaku Konsumen, Teori dan Penerapannya dalam Pemasaran*. Bogor: Penerbit Ghalia Indonesia.