

Evaluating Parent Satisfaction: The Impact of Educational Service Quality at an Islamic Kindergarten in Colomadu, Karanganyar, Central Java

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It is a requirement for every educational institution to engage in self-assessment, and one way to do this is by conducting a survey to assess parents' perspectives on the teaching and learning experiences their children have undergone. The purpose of this research is to analyze the level of satisfaction of parents of students with the learning process by using the five dimensions of the SERVQUAL variable as the independent variable and consumer satisfaction as the dependent variable. The total population is 70 respondents using census techniques and using a questionnaire to obtain data. The results of this research process indicate that reliability is significant for customer satisfaction with a value of $\beta = 0.198$ and is significant at the 0.014 level. Responsiveness is significant to consumer satisfaction with a value of $\beta = 0.191$ and is significant at the 0.031 level. Assurance is significant to customer satisfaction with a value of $\beta = 0.357$ and is significant at the 0.005 level. Empathy is significant for consumer satisfaction with a value of $\beta = 0.179$ and is significant at the 0.033 level. Tangible positive is not significant to consumer satisfaction with a value of $\beta = 0.001$ and not significant at the level of 0.869. SERVQUAL variable f test with customer satisfaction shows a significant effect simultaneously on evidence with an f value of 31.659. The corrected R-square results indicate that the influence of the five SERVQUAL variables on customer satisfaction accounts for 69% of the variation, while the remaining 31% is attributed to other variables that were not evaluated. To conclude, tangible has a minimal and inconsequential impact. Recommendations for an Islamic kindergarten in Colomadu Karanganyar: Enhance the number of educators and improve the school infrastructure to augment client happiness.

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1. INTRODUCTION

Students should strive to achieve contentment with educational services. The provision of high-quality service to clients, particularly students, is crucial for the sustainability of educational institutions. Quality services are essential for satisfying and attracting students as consumers at Islamic boarding schools. Rochaety, Rahayuningsih, and Yanti (2005) state that the quality of educational services can be assessed by comparing customers' impressions of the services they receive or anticipate to receive. If the actuality surpasses expectations, the level of service quality can be deemed satisfactory. On the other hand, if the actual experience falls short of expectations, it might be concluded that the service is of low quality. However, if the actual outcome aligns with the anticipated outcome, then the level of service quality is deemed satisfactory. Service quality can be described as the extent to which the service received aligns with the customer's expectations.

There are a number of factors that influence satisfaction with educational services. According to Parasuraman, Zeithaml, & Berry (1988) among these factors is the difference between customer perceptions of good service and the fulfillment of their expectations about quality services that can be provided by service providers, there are five dimensions that can be used to state activities quality service, which includes: (a) tangible dimension, which is from the appearance of physical facilities, equipment, personnel, and means of communication. In the context of schooling, this will be seen from the availability of attractive buildings, up-to-date learning equipment, and convincing staff appearances; (b) the dimension of reliability, namely the ability to display service forms quickly and accurately; (c) the dimension of responsiveness, namely the willingness to help customers and provide the desired service; (d) dimensions of assurance, skills, expertise and politeness of school staff who are shown a willingness to provide services with confidence so as to be able to foster trust in customers; (e) the dimensions of empathy, care and attention to customers.

Several researchers from other countries have used the five dimensions of SERVQUAL to measure the quality of school services, including Cuthbert (1996); Oldfield & Baron (2000); Hughey, Chawla, & Kajn (2003); O'Neill (2003); Salmey, Banwel, & Karunes (2004); Stodnick & Rogers (2008); Rasli, Shekarchizadeh, & Iqbal (2012); El-Bayoumi (2012); Datta & Vardhan (2017); Almigheerbi, Ramsey, & Lamek (2019); and (Chang, 2022) all of these studies examine the quality of educational services for students because the quality of educational services is still found to be low, with the assumption that the service quality of kindergarten educational institutions is still low, this research focuses on the satisfaction of parents of students by involving parents as respondents, because kindergarten students cannot make important decisions because they are still underage. This research uses the five-dimensional SERVQUAL measuring tool to measure parental satisfaction with the quality of educational services in schools, especially Islamic kindergartens, based on previous research that SERVQUAL can be used as a tool to measure the quality of educational services.

Previous research conducted by Prianto (2011) regarding the five dimensions of SERVQUAL on the expectations of parents of students revealed that schools were expected to be more responsive to the wishes and complaints of parents of students. Therefore, parents of students also urge the school to have attention and concern for students. School leaders are also expected to continue to convey the importance of good educational services to staff, good school building facilities, sufficient school equipment, teachers and school staff who are professional in their fields of work.

Another study on the five dimensions of SERVQUAL consisting of reliability, responsiveness, assurance, empathy, and tangible was conducted by Rahmawati, Permana, Nurdin, Triatna, & Fadhli (2023) at Almuslim University regarding the learning process and evaluation where the dimension of service quality has the highest level of satisfaction. The results showed that the highest RAL was on the assurance dimension with an average score of 3.23 and 80.65% RAL (very good category), while the lowest RAL was on the tangible dimension with an average score of 3.06 and 76.44% RAL (very good category).

Prasetyo and Jannah (2005) identified several indications of reliability, which encompass the methods of complaint reception, promptness in addressing complaints, the level of commitment displayed by the service provider, and the accountability of the service provider. The responsiveness

indicators encompass the responsiveness, capability of service providers, clarity of procedures, and speed of service provision. Assurance indicators encompass the proficiency, knowledge, integrity, and precision of service providers. Indicators of empathy include the officers' dedication to delivering excellent service, the warmth displayed by service providers, the fairness in the way services are provided, and the willingness of service providers to work extended hours. Concrete indicators derived from the geographical positioning of the establishment, the amenities offered, the ambiance of the establishment, the accessibility of service providers, and the transparency of information. The consumer satisfaction indicator, as per Kotler's perspective (Kotler, 2002), refers to the process of enhancing service quality. This process encompasses several aspects such as inventory management, registration, payment administration, and service delivery to consumers.

The Islamic Kindergarten in Colomadu Karanganyar assesses the level of student satisfaction by distributing survey questionnaires to parents, who function as student guardians, to evaluate the service process provided to customers. The SERVQUAL measuring instrument is employed to assess the satisfaction of parents of students. It consists of five independent variables: reliability, responsiveness, assurance, empathy, and tangibility. The satisfaction of parents is measured using a Likert scale with five points. Sugiyono (2018) defines the Likert scale as a tool utilised to assess individuals' or groups' attitudes, views, and perceptions about social phenomena.

This study aims to assess the level of customer satisfaction with the educational services offered by the institution. This study aims to address issues related to providing high-quality education services, specifically in terms of adhering to educational curriculum standards and effectively identifying students' talents, interests, and abilities. Additionally, the study aims to prevent parental complaints arising from schools' failure to meet customer expectations in delivering educational services. The study is grounded on the hypothesis that the independent variables of reliability, responsiveness, assurance, empathy, and tangibility have a positive and substantial impact, both individually and collectively, on the dependent variable of student parent satisfaction with the educational services offered.

2. METHODS

This research is a research with a quantitative approach. This research took place at the Bintang Kecil Islamic Kindergarten School in Colomadu District, Karanganyar Regency, Central Java. By reason of finding problems regarding the low quality of education services and obtaining permission to conduct research. The population in this study were all parents of students at the Bintang Kecil Islamic Kindergarten school in Colomadu District, Karanganyar Regency, Central Java. The number of parents of student respondents is 85 parents of students.

According to Arikunto (2017), The population is the entire research subject, if someone wants to research all the elements in the research area, then the research is population research. The research study is called a population study or census study. Meanwhile, according to Usman & Akbar (2008), census research is carried out as the main data collection tool to obtain specific data. So in census research the sample is the population itself because it takes all the research subjects, totaling 70 parents of students. The sampling technique uses census sampling, which is a sampling technique when the entire population is sampled.

The measurement tools are the five dimensions of service quality (SERVQUAL), reliability, responsiveness, assurance, empathy, and tangible as the independent variables and the satisfaction of parents of students as the dependent variable as measured by a five-point Likert. Data collection techniques were carried out by questionnaires and observation. According to Sugiyono (2018), based on quantitative research, data collection techniques can be carried out by: documentation, namely searching for data in the form of notes, books, agenda meeting minutes and photos of activities; questionnaire, namely the researcher provides a written list of questions for respondents to answer based on a 1-5 Likert scale; Observation means that the researcher directly observes the research object. Judging from the implementation process, observation is divided into 2, namely participant observation and non-

participant observation. So researchers prefer participant observation because they are directly involved in the process of teaching and learning activities at the school with results that can be accounted for.

Before being used in the research the modified instrument will be tested for validity and reliability. Classical assumption tests, namely: multicollinearity, autocorrelation, heteroscedasticity and normality. And hypothesis testing, namely: multiple linear regression, t test, f test and test the coefficient of determination (R^2). The result this process of the data with SPSS program, the composition of the double regression linear analyze is: $y = 1,524 + 0,198 x_1 + 0,191 x_2 + 0,357 x_3 + 0,179 x_4 + 0,001 x_5$

This research took place at an Islamic kindergarten school in Karanganyar district. Due to the discovery of complaints from parents of students regarding the low quality of educational services and obtaining permission to conduct research. The population in this study were all parents of students in Islamic kindergarten schools in Karanganyar district. The research study is called a population study or census study. So in census research the sample is the population itself because it takes all research subjects, totaling 70 parents of students.

The research variables are independent variables: reliability (x_1); responsiveness (x_2); assurance (x_3); empathy (x_4), and tangible (x_5). Dependent variable: consumer satisfaction (y). The measurement variable for this research is the indicator reliability dimension, namely the means of receiving complaints, quick response to complaints, the seriousness of service providers, the responsibility of service providers. The dimensions of responsiveness indicators are responsiveness, ability of service providers, clarity of procedures, speed of providing services. dimensions of assurance indicators, namely the skills of service providers, expertise of service providers, honesty of service providers, accuracy of service providers. The dimensions of empathy indicators are officers' efforts to provide the best service, friendliness of service providers, fairness in terms of service, willingness to work longer than service providers. The tangible dimensions of indicators are the location of the place, the facilities of the service place, the atmosphere of the service place, the availability of service providers and the clarity of information. Meanwhile, the Consumer Satisfaction indicator is the process of improving service quality, the inventory management process (facilities provided), the registration process to payment (administration), the service process to consumers.

The data collection approach involves gathering qualitative data, specifically the opinions of students' parents. This data is not in numerical form and includes responses from parents evaluating reliability, responsiveness, assurance, empathy, tangibles, and consumer satisfaction. Quantitative data refers to the subjective assessment provided by parents of pupils through a questionnaire, which is expressed in numerical form and analysed using statistical tests. The main sources of primary data include responses to questionnaires, interviews, and direct observation. The secondary data was acquired through extensive literature reviews conducted on various books, relying on research-related notes, as well as data gained from library sources and public documents. The data collecting strategy employed is documentation, which involves recording past events. Additionally, a questionnaire is utilised as a data collection method, where respondents are provided with a set of written questions or statements to answer. Observation is a method of gathering data that involves actively participating in the situation being studied, known as participant observation.

3. FINDINGS AND DISCUSSION

3.1. Descriptive Research Variables

The descriptive test of the research data aims to describe the data based on the total score of the research variables seen from the minimum, maximum and mean values.

Table 1. Descriptive test data

variable study	research result			
	Min	Max	mean	std. dev
Reliability	14	20	16.51	1.613
Responsiveness	13	20	16.16	1.682
assurance	15	20	16.93	1.662
Empathy	14	20	16.46	1.783
Tangible	12	20	15.71	1.986
satisfaction	15	20	17.07	5.545

The data shows that for the reliability variable the minimum value is 14, the maximum value is 20, the average value is 16.51, the standard deviation value is 1.613, the responsiveness variable is the minimum value is 13, the maximum value is 20, the average value is 16.16, the standard deviation value is 1.682, guarantee variable minimum value 15, maximum value 20, average value 16.93, standard deviation value 1.662, guarantee variable minimum value 14, maximum value 20, average value 16.93, standard deviation value 1.662, value attention variable minimum value 14, maximum value 20, average value 16.46, standard deviation value 1.783, physical evidence variable minimum value 12, maximum value 20, average value 15.71, standard deviation value 1.986. Meanwhile, for the variable of parents' satisfaction, the minimum value is 15, the maximum value is 20, the average value is 17.07 and the standard deviation value is 1.545.

3.2. Validity and Reliability Test

Testing the validity of using the Pearson correlation test, the statement items are declared valid if the p-value < 0.05. Conversely, statement items are declared invalid if the p-value \geq 0.05.

Table 2. Validity test

No	question	ρ value	A	conclusion
1	r1	0,000	0,05	Valid
2	r2	0,000	0,05	Valid
3	r3	0,000	0,05	Valid
4	r4	0,000	0,05	Valid
5	rs1	0,000	0,05	valid
6	rs2	0,000	0,05	valid
7	rs3	0,000	0,05	valid
8	rs4	0,000	0,05	valid
9	a1	0,000	0,05	valid
10	a2	0,000	0,05	valid
11	a3	0,000	0,05	valid
12	a4	0,000	0,05	valid
13	e1	0,000	0,05	valid
14	e2	0,000	0,05	valid
15	e3	0,000	0,05	valid
16	e4	0,000	0,05	valid
17	t1	0,000	0,05	valid
18	t2	0,000	0,05	valid
19	t3	0,000	0,05	valid
20	t4	0,000	0,05	valid
21	s1	0,000	0,05	valid
22	s2	0,000	0,05	valid
23	s3	0,000	0,05	valid
24	s4	0,000	0,05	valid

Instrument reliability testing uses the Cronbach Alpha formula. The alpha coefficient value of each variable is greater than 0.60, so the research instrument is declared reliable or trustworthy, while the alpha coefficient value is between 0.766 and 0.816.

3.3. Classical Assumption Test

The multicollinearity test shows that each independent variable has a tolerance value ≥ 0.10 and a VIF value < 10 , so there are no symptoms of multicollinearity or a relationship between independent variables. The autocorrelation test shows the asymp value. sig. of $1.000 > 0.05$ so that the data does not occur autocorrelation. The heteroscedasticity test showed that each \otimes value was > 0.05 , so it can be concluded that there were no symptoms of heteroscedasticity. The normality test using the Kolmogorov-Smirnov test obtained an asymp.sig value of $0.979 > 0.05$, so the research data was normally distributed.

Table 3. Hypothesis Test Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.524	1.292		1.180	.242
Reliability	.198	.078	.206	2.523	.014
responsiveness	.191	.086	.207	2.210	.031
Assurance	.357	.124	.384	2.887	.005
Empathy	.179	.082	.206	2.183	.033
Tangible	.001	.085	.018	.166	.869

- A positive constant value of 1.524 means that the satisfaction of students' parents will still be 1.524 if it is not influenced by reliability, responsiveness, assurance, empathy and tangible.
- The value of b1 reliability has a positive effect of 0.198 on the satisfaction of parents of students.
- The value of b2 responsiveness has a positive influence of 0.191 on the satisfaction of parents of students.
- The value of b3 assurance has a positive effect of 0.357 on the satisfaction of students' parents.
- The value of b4 empathy has a positive influence of 0.179 on the satisfaction of parents of students.
- Tangible b5 value, has a positive effect of only 0.001 on the satisfaction of parents of students.

Table 4. t test

Variables	T	Sig.	Information
Reliability	2,523	0,014	significant influence
responsiveness	2,210	0,031	significant influence
Assurance	2,887	0,005	significant influence
Empathy	2,183	0,033	significant influence
Tangible	0,166	0,869	no significant effect

- Reliability shows a significance value of $0.014 < 0.05$ so that partially it has a significant effect on the satisfaction of students' parents.
- Responsiveness shows a significance value of $0.031 < 0.05$ so that partially it has a significant effect on the satisfaction of students' parents.
- Assurance shows a significance value of $0.005 < 0.05$ so that it partially has a significant effect on the satisfaction of students' parents.

- Empathy shows a significance value of 0.033 < 0.05 so that it partially has a significant effect on the satisfaction of students' parents.
- Tangible shows a significance value of 0.869 > 0.05 so that partially physical evidence has no significant effect on the satisfaction of students' parents.

Table 5. Test f

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	117.241	5	23.448	31.659	.000 ^a
	Residual	47.402	64	.741		
	Total	164.643	69			

The calculation results obtained a probability value (p value) of 0.000 < 0.05, then Ho was rejected and accepted Ha, meaning that there is a significant effect simultaneously on the variables of reliability, responsiveness, assurance, empathy and tangible on the variable of student's parents' satisfaction.

Table 6. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844 ^a	.712	.690	.861

The calculation results show that the coefficient of determination is Adjusted R Square = 0.690, meaning that the influence of parents' satisfaction is caused by the variables reliability, responsiveness, assurance, empathy and tangible of 0.690 or 69%. While the remaining 31% (100% - 69% = 31%) is caused by other independent variables outside the research model that were not examined in this study.

Discussion

The statistical table above illustrates that the SERVQUAL dimension which has the highest β value is. The collateral dimension has a β value of 0.357 and significance at the 0.005 level, while the lowest is in the Tangible aspect where the β value is 0.001 and is not significant at the 0.869 level. The results obtained show that the performance of the Colomadu Karanganyar Islamic Kindergarten service unit in the learning process is in the good category. Based on the research results above, it can be seen that service quality is an important factor that can influence student parent satisfaction. This is in line with the opinion of Prianto (2011) who states that there is a close relationship between service quality and student parent satisfaction, where service quality includes 5 main factors (tangible, reliability, responsiveness, assurance and empathy) which are important factors that influence student parent satisfaction.

According to Rahmawati, et al (2023), the tangible dimension is an important and first dimension that customers are aware of, and the advantages and disadvantages of this dimension will be seen quickly. Research at Almuslim University regarding the learning and evaluation process where the service quality dimension has the highest level of satisfaction is indicated by an average physical evidence dimension score of 3.06 and RAL of 76.44% (very good category).

The results of this research are different from the results of regression analysis for 4 companies (Bank, Credit Card Co., Repair & Maintenance Co., and L.D. Telephone Co.) in research conducted by Parasuraman et al., (1988), where the five dimensions of SERVQUAL are in predict overall quality outcomes that reliability is consistently the most important dimension. Furthermore, Assurance is the second most important dimension in all four cases. Tangibility is more important in the case of banks than in the other three companies, while Responsiveness is the opposite). Empathy is the least important dimension in this case.

Research Implications

- a. The effect of reliability on the satisfaction of parents of students.
The results of this study indicate that there is a positive and significant influence between reliability and the satisfaction of parents of students, which is indicated by the value of $b_1 = 0.198$ and is supported by \otimes value = 0.014, so the Bintang Kecil Islamic Kindergarten school should maintain the reliability factor.
- b. The effect of responsiveness on the satisfaction of parents of students.
The results of this study indicate that there is a positive and significant influence between responsiveness and the satisfaction of parents of students, which is indicated by the value of $b_2 = 0.191$ and is supported by \otimes value = 0.031, so the Bintang Kecil Islamic Kindergarten school should maintain the responsiveness factor.
- c. The influence of assurance on the satisfaction of parents of students.
The results of this study indicate that there is a positive and significant influence between collateral and student parents' satisfaction, which is indicated by the value of $b_3 = 0.357$ and is supported by \otimes value = 0.005, so the Bintang Kecil Islamic Kindergarten school should maintain the assurance factor.
- d. The influence of empathy to the satisfaction of parents of students.
The results of this study indicate that there is a positive and significant influence between attention and the satisfaction of parents of students, which is indicated by the value of $b_4 = 0.179$ and is supported by \otimes value = 0.033, so the Bintang Kecil Islamic Kindergarten school should maintain the empathy factor of attention.
- e. The effect of tangible on the satisfaction of parents of students.
The results of this study indicate that there is a positive and insignificant influence between physical evidence and the satisfaction of parents of students, which is indicated by the value of $b_5 = 0.014$ and is supported by \otimes value = 0.869, so the Bintang Kecil Islamic Kindergarten school should increase the tangible factor.
- f. The effect of service quality on the satisfaction of parents of students.
The results of this study indicate that there is a positive and significant influence between the quality of service which consists of factors of reliability, responsiveness, assurance, attention and tangibles with the satisfaction of parents of students, which is indicated by \otimes value = 0.000 < 0.05, then the Islamic Kindergarten school Bintang Kecil should maintain service quality.

Policy

- a. The reliability variable has a positive and significant effect on the satisfaction of parents of students in the Bintang Kecil Islamic Kindergarten
Reliability which includes: the attitude of teachers and employees in receiving complaints from parents of students, the quick response of teachers and employees to complaints from parents of students, the seriousness of teachers and employees in providing educational services to students, the responsibility of teachers and employees in providing educational services to students has met expectations students' parents need to be maintained, so it is hoped that the level of satisfaction of parents of students will increase and not decrease.
- b. The responsiveness variable has a positive and significant effect on the satisfaction of parents of students in the Bintang Kecil Islamic Kindergarten
Responsiveness includes: the responsiveness of teachers and employees to student activities; The ability of teachers and employees to provide educational services to students; the clarity of teachers and employees in carrying out educational service procedures to students; the speed at which teachers and employees provide educational services to students, has met the expectations of parents of students, it needs to be maintained, so it is hoped that the level of satisfaction of parents of students will increase and not decrease.

- c. The assurance variable has a positive and significant effect on the satisfaction of parents of students in the Bintang Kecil Islamic Kindergarten

Assurance that covers: the skills of teachers and employees in providing educational services to students; the expertise of teachers and employees in providing educational services to students; the honesty of teachers and employees in informing parents about students' attitudes at school; the thoroughness of teachers and employees in providing educational services to students, has met the expectations of parents of students, it needs to be maintained, so it is hoped that the level of satisfaction of parents of students will increase and not decrease.

- d. The empathy variable has a positive and significant effect on the satisfaction of parents of students in the Bintang Kecil Islamic Kindergarten.

Empathy which includes: the efforts of teachers and employees to provide the best educational services to students; friendliness of teachers and employees providing educational services to students; fairness in terms of educational services and attention to students; the willingness to work longer hours for teachers and employees to provide educational services to students, has met the expectations of parents of students, it needs to be maintained, so it is hoped that the level of satisfaction of parents of students will increase and not decrease.

- e. The physical evidence variable has a positive and insignificant effect on the satisfaction of parents of students in the Bintang Kecil Islamic Kindergarten.

Physical evidence includes: the location of the school; school facilities where education services are provided; the atmosphere of the school classroom where educational services are held; the availability of teachers and employees providing education services as well as clarity of information about educational services, have not met the expectations of parents of students, it is necessary to increase the number of teachers and the availability of physical school facilities, so that the level of satisfaction of parents of students increases.

4. CONCLUSION

The reliability variable has a positive and significant effect on the satisfaction of parents of students at the Bintang Kecil Islamic Kindergarten. This is proven by obtaining a significance value of $0.014 < 0.05$, so hypothesis 1 can be accepted or proven to be correct. Reliability conclusions are maintained. The responsiveness variable has a positive and significant effect on the satisfaction of parents of students at the Bintang Kecil Islamic Kindergarten. This is proven by obtaining a significance value of $0.031 < 0.05$, so hypothesis 2 can be accepted or proven to be correct. The responsiveness conclusion is maintained. The assurance variable has a positive and significant effect on the satisfaction of parents of students at the Bintang Islam Kindergarten, this is proven by obtaining a significance value of $0.005 < 0.05$, so hypothesis 3 can be accepted or proven to be true. The assurance conclusion is maintained. The empathy variable has a positive and significant effect on the satisfaction of parents of students at the Bintang Kecil Islamic Kindergarten. This is proven by obtaining a significance value of $0.033 < 0.05$, so hypothesis 4 can be accepted or proven to be correct. Conclusion empathy is maintained. Tangible variables have a positive and insignificant effect on the satisfaction of parents of students at Bintang Kecil Islamic Kindergarten, this is proven by obtaining a significance value of $0.869 > 0.05$, so hypothesis 5 cannot be accepted or is not proven true. Conclusion physical evidence improved service.

The Bintang Kecil Islamic Kindergarten ensures the provision of reliable, responsive, assured, attentive, and physically evident educational services to its pupils. Enhancing empirical evidence can be achieved by augmenting the number of teachers and improving the accessibility of physical resources, including infrastructure, for the Bintang Kecil Islamic Kindergarten. Intended for parents of students. Promote collaboration, and engage actively and analytically in the educational service process, in order to establish a mutually beneficial connection between the school and the parents of the kids. Intended for future scholars. Future researchers are anticipated to broaden the scope of their research beyond the Colomadu area, in order to enhance the level of generalisation. In order to enhance

the accuracy of their findings, researchers should incorporate additional variables, such as the level of transparency in school budget utilisation and the procedures for recruiting teachers and employees.

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