

The Influence of Principal's Leadership and Quality of Educational Services on Students Parents' Satisfaction

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Abstract: This study aims to determine the influence of the principal's leadership and the quality of educational services on the satisfaction of parents and students at TK IT Abatatsa Lahat Selatan. This type of research is quantitative research with a research design using an ex post facto research design. The sample in this study was 99 parents of TK IT Abatatsa Lahat Selatan students. Data collection techniques using questionnaires. Data analysis techniques use quantitative descriptive analysis techniques and multiple regression. The results of this research state that 1) there is an influence that the principal's leadership has on the satisfaction of parents of TK IT Abatatsa Lahat Selatan students; 2) there is a significant influence on the quality of educational services on the satisfaction of parents of TK IT Abatatsa Lahat Selatan students; 3) there is a significant joint influence of the principal's leadership and the quality of educational services on the satisfaction of parents of TK IT Abatatsa Lahat Selatan students.

Keywords: Leadership, Parent satisfaction, Service Quality

A. Introduction

Human resource development has an important position in the development of a nation. To build quality human resource development of course, serious attention is needed in education because education is the most effective medium to realize this. In other words, the future of this nation is determined by the quality of its education. One of the determining factors for the quality of education can be seen in the quality of teacher performance in the educational institution (Rahmadini & Jamilus, 2022). One of the indicators of a quality educational institution is the high level of public interest, which is a sign that the educational institution can provide flexibility to meet the needs of parents of students as a representative of the needs of the community.

The satisfaction of parents of students will increase if educational institutions can provide maximum service, especially the quality of output, the quality of educators

and education personnel, and adequate facilities and infrastructure as the results of research Yuniarsi (2021) claims that educational institutions can improve the level of satisfaction that parents have with their children's educational services by (1) enhancing the school's human resources; (2) providing adequate facilities and infrastructure, particularly about teaching and learning activities; (3) enhancing the professionalism of teachers in schools; (4) conducting special coaching activities for students who perform exceptionally well; and (5) establishing criteria for attaining values to achieve educational quality. Meanwhile, according to Sihalo (2023) The work environment, corporate culture, and service quality are some of the elements that affect parent satisfaction. Quality of service. The overall traits and attributes of a service that influence its capacity to meet explicit or implicit needs are then referred to as service quality (Abdullah et al., 2022). Therefore, the success of educational institutions in efforts to increase the satisfaction of parents of students is strongly supported by the quality of educational resource factors, one of which is the leadership of the principal. The results of the research Sari & Prasetya (2020) claim that parent happiness is not greatly impacted by the simultaneous and partial presence of principal leadership, teacher motivation, and educational service quality.

Influencing another or a group of people to cooperate rather than undermine one another to accomplish organizational objectives is the science and art of leadership (Kumalasari, 2023). The organizational culture of a school will differ from that of other schools because of the presence of an environment that influences the organization differently, both the internal and external environments. Leadership is then defined as a pattern of behavior of leaders in directing and controlling subordinates to follow their will in achieving a predetermined goal and target (Rosdiana et al., 2023). In contrast, leadership is defined as a leader's actions and conduct that empower and influence his followers to cooperate in completing tasks and responsibilities to accomplish objectives (Hidayat et al., 2024). The current leadership in TK IT Abatatsa Lahat Selatan is a leadership where there is a good relationship between the leader, teachers, and employees that prioritizes communication where every problem that occurs in the school will be immediately communicated together to find the right solution. Everything that is considered a problem will be resolved with a good communication system so that the principal, teachers, and ordinary employees together seek the best solution without labeling the teacher or employee who is guilty or can reduce the work spirit of the teachers and employees.

The leadership of the principal at TK IT Abatatsa Lahat Selatan also always provides good motivation for employees in working, is disciplined, honest, and can be fair to every teacher and employee, willing to listen to everything that is considered a problem and find a solution together. The principal also always provides support to teachers and employees in making innovations for the progress of the school and provides freedom for teachers and employees to provide arguments or opinions in

making changes at school. This is by according to Izzah et al. (2023), making decisions to raise the standard of the school is a major responsibility of the principal. The principal's attitude and choices, such as training teachers and creating school systems and learning models, are indicative of the school's success. Unlike instructors, who play a big part in the teaching and learning process in the classroom, the principal undoubtedly plays a significant impact in a school's success (Saputra & Ramadan, 2023). In line with the opinion Izzah et al. (2023), this is a crucial role that the principle must play in raising the standard of education. The principal's leadership style reflects the school's achievement. The principal constantly reminds staff members and instructors to give children and parents the best possible service in terms of infrastructure and facilities, school management, and teacher-led instruction in the classroom.

Apart from the principal's leadership, the quality of educational offerings can also affect parents' happiness. According to research findings from (Badriah & Pramularso, 2023), the study's findings demonstrated that tangible, dependability, responsiveness, certainty, and empathy all significantly impacted parents satisfaction with their children. Parents' pleasure was positively and significantly impacted, in part, by certainty and dependability. According to Wibowo (2019), service quality is a form of consumer assessment of the level of service received with the level of service expected if the service received or felt is what is expected, then the quality of service is perceived as good and satisfying. The satisfaction that has been formed can encourage consumers to make repeat purchases and hopefully become loyal customers. Meanwhile, according to Zusmawati et al. (2023), service, organization, location, person, or concept that has value in the target market and can deliver advantages and satisfaction is considered to be of high service quality.

To meet and surpass customer expectations, service quality can also be a dynamic state of service items, people, procedures, and the environment Goesth & Davis in (Bahri, 2023). The quality of educational services at TK IT Abatatsa Lahat Selatan is carried out by prioritizing consumers (students and guardians). Student administration services are carried out by Administrative employees, serving student administration, managing school tuition payments, and school savings, and providing information needed by guardians and the community. Teachers provide educational services in classroom learning activities, using the latest curriculum and student-centered learning. Teachers also provide opportunities for guardians to find out about student achievements every day with a liaison book and through the class WhatsApp group, while student achievement results per semester using the report book given every semester (every 6 months). Provision of air-conditioned classroom facilities and infrastructure, children's playrooms, and educational play equipment (outdoor and indoor). School cleaning services are carried out at all times to ensure that the learning environment is comfortable and school security services are carried out by security guards who control the entry and exit of school guests, maintain

security when students start to arrive and go home from school and guard the main door of the school.

When a person compares the actual performance of a product or service with their expectations, they can feel satisfied or disappointed (Fahlevi et al., 2024). Meanwhile, according to Natasya & Andhaniwati (2024), when their perceptions of the service officers' performance are compared, satisfaction can result in either a sense of delight or disappointment. The satisfaction felt by parents with the services of TK IT Abatatsa Lahat Selatan provides a sense of security and comfort when entrusting their children while attending school at TK IT Abatatsa Lahat Selatan, the relationship between parents is also well established with the existence of a group on WA. The existence of a school committee and always being allowed to be involved in children's activities at school so that parents understand and can feel all the educational services provided by the school. Thus, through this study, we will reveal the extent to which the interaction of the two factors influences the level of satisfaction of parents of students with their children's educational experiences at school. In addition, parental satisfaction is achieved if the needs, desires, hopes, and goals are met through the output produced. Therefore, PAUD institutions as service providers should pay attention to the satisfaction of parents of students with the quality of service provided. So that when parents are satisfied, they will gain customer trust and loyalty.

The principle is essential to creating and raising the caliber of schools (Elmanisar et al., 2024). Based on research conducted by (Rachman et al., 2023) which looks at how the principal's leadership affects the Aisyiyah PAUD Institution in Jember Regency's quality assurance. The study's findings suggest a relationship between quality assurance and leadership. The ability of the leader to create different policies and work plans with directives to accomplish the organization's goal. Any organization that wishes to grow and compete needs to have a clear goal that all of its members, including teachers, can understand. Teacher performance is significantly impacted by principal leadership (Prabowo et al., 2023).

Previously, research was also conducted by Sari & Prasetya (2020) on the Quality of Educational Services on the Satisfaction of Parents of Students. The results of the study indicate that the principal's leadership has an effect on the satisfaction of parents of students. The relationship is very strong and unidirectional, which means that an increase in the value of the principal's leadership is followed by an increase in the value of the satisfaction of parents of students. The quality of educational services has a significant influence but has a positive relationship, which means that an increase in the quality of services is also in line with an increase in the satisfaction of parents of students. Based on the empirical study that has been conducted, it is important to conduct further research on the Influence of Principal Leadership and the Quality of Educational Services on the Satisfaction of Parents of Students at TK

IT Abatatsa Lahat Selatan to see if there is an influence between the leadership of the principal.

B. Methods

This research is quantitative because the results obtained are in the form of numbers and involve calculations. The type of quantitative research conducted in this study is a correlational type using the ex post facto method. Meanwhile, what is meant by the ex post facto method is that the researcher does not start the process from the beginning, but immediately takes the results (Arikunto, 2014). The population of this study was all parents of students of Kindergarten A and Kindergarten B at TK IT Abatatsa Lahat Selatan, totaling 130 people and based on the results of the calculation, the number of samples was 99 guardians as respondents. The data collection techniques used by the researcher were questionnaires, observation, and documentation.

C. Results and Discussion

Based on the results of the analysis, it can be stated that the leadership of the principal of TK IT Abatatsa Lahat Selatan with a very good category is 2 or 2.02%, the good category is 47 or 47.47%, the fairly good category is 22 or 22.22%, the less category is 20 or 20.20%, and the very less category is 8 or 8.08%. The results of the analysis indicate that the leadership of the principal is included in the good category. Thus, it can be stated that the principle of TK IT Abatatsa Lahat Selatan as a leader can be an initiator of innovation (agent of innovation) in teaching and learning activities, can make good innovations in teacher development, can explore resources with the school committee, can carry out partnership cooperation well, has a good role model, is democratic and transparent, can organize the work environment well, can create a conducive work atmosphere, gives awards to subordinates and can apply sanctions that apply in schools. Then the results of the descriptive statistical test of the variable of the quality of educational services with a very good category amounted to 6 or 6.06%, the good category amounted to 29 or 29.29%, the fairly good category amounted to 42 or 42.42%, the less category amounted to 9 or 9.09%, and the very less category amounted to 13 or 13.13%. The results of the analysis indicate that the quality of educational services of TK IT Abatatsa Lahat Selatan is in the fairly good category. Thus it can be stated that the quality of educational services at TK IT Abatatsa Lahat Selatan is based on indicators of curriculum, employment, facilities and infrastructure, school management, and community participation.

The results of the descriptive statistical test of the variable of student parent satisfaction in the very good category amounted to 5 or 5%, the good category amounted to 14 or 14%, the fairly good category amounted to 54 or 54%, the less category amounted to 17 or 17%, and the very less category amounted to 10 or 10%.

The results of the analysis indicate that the level of satisfaction of student parents is in the fairly good category. Thus, it can be stated that guardians are quite satisfied with the school's services, the conformity of the expectations given with those expected by guardians is quite good, the willingness of guardians to recommend to relatives, colleagues, peers or others is quite good and the sustainability of guardians in using educational products or services at TK IT Abatatsa Lahat Selatan is quite high.

Hypothesis Test 1

Based on the simple regression test, the calculated t value is $4.976 >$ from the t table value of 1.660 where the calculated t value is greater than the t table, then H_0 is rejected, so there is a significant influence between the principal's leadership on the satisfaction of parents of students at TK IT Abatatsa Lahat Selatan. The results of the analysis above state that the better the principal's leadership, the higher the level of satisfaction of parents. The principal is an official who influences the progress of an educational unit in achieving its vision and mission. Which looks at how the principal's leadership affects the Aisyiyah PAUD Institution in Jember Regency's quality assurance. The study's findings suggest a relationship between quality assurance and leadership. The ability of the leader to create different policies and work plans with directives to accomplish the organization's goal. Any organization that wishes to grow and compete needs to have a clear goal that all of its members, including teachers, can understand. Teacher performance is significantly impacted by principal leadership (Putri & Djumanto, 2022).

In carrying out his duties and authorities, a madrasah principal must truly be able to understand his main duties and functions as a leader so that in making decisions a principal does not make a wrong step. The leadership of the principal will be greatly needed when various problems arise, both internal and external problems. The agility and skill of the principal are determinants in advancing and improving the quality of the process and the quality of the results that can increase the satisfaction of parents of students as customers of education. These results are supported by the results of research from Sari & Prasetya (2020), which claims that the relationship between the principal's leadership and the parents' satisfaction with students is weak and not in the same direction, indicating that an increase in the principal's leadership value is not accompanied by an increase in the parents' satisfaction value of students in educational institution. Meanwhile, according to (Herman et al., 2023), the P-test results (%) have been used to assess the degree of parent and student satisfaction with educational services. According to the study's findings, 16% of parents were satisfied with the facilities component. In contrast, 67% of students were satisfied with the learning process. There is a difference in satisfaction with the level of education at SDI Parangkantisang, according to the findings of the research that has been done.

The principal may inspire employees to provide high-quality service by practicing effective leadership, which will increase parent satisfaction. As the results of research carried out by (Astuti et al., 2020). It claims that parent satisfaction is impacted by employee performance and that employee performance is influenced by the principal's leadership and motivation at work (Widya et al., 2023). One of the principal's efforts to increase parent satisfaction is by carrying out his/her function as principal and designing programs that can encourage increased student achievement. As the results of research from Mardiana et al. (2023), assert the principal's responsibilities as a manager, advisor, supervisor, educator, innovator, and motivator are all included. The success of SMA Negeri 3 Prabumulih students is demonstrated by their achievements in the classroom, where they can continue their education.

Hypothesis Test 2

Based on the significance test of the variable of quality of educational services on the satisfaction of parents of students of TK IT Abatatsa Lahat Selatan, the calculated t value was obtained as much as $4.119 \geq$ the t table value of 1.660 where the calculated t value was greater than the t table, so Ho2 was rejected, so there was a significant influence between the quality of educational services on the satisfaction of parents of students of TK IT Abatatsa Lahat Selatan. This result is supported by Triwijayanti et al (2022) This study demonstrates that parental satisfaction is positively impacted by the caliber of school services, school culture, and school image. With a 60.7% satisfaction rate. However, 39.3% are impacted by other factors, such as the degree of school security, the caliber of the teachers, the educational process, and the academic performance of the students. According to the study's findings, school culture and image have the biggest effects, followed by the caliber of educational offerings. The data analysis's findings then clarify that there is a direct influence: 1) A service quality rating of 0.471 on the school image 2) 0.629 trust in school image 3) A quality of service score of 0.509 on parental satisfaction 4) A trust score of 0.561 in parental satisfaction 5) 0.683 for the school's image on parental satisfaction 6) The school image of 0.782384 indicates an indirect relationship between parental satisfaction and service excellence. 7) The school image of 1.058 indicates an indirect relationship between trust and parental satisfaction (Ekawarna et al., 2021).

Then supported by the opinion of Omondi (2014), who explains in general how the satisfaction of parents of students is formed that customer satisfaction is a sense of satisfaction felt by consumers when comparing their expectations or initial expectations with the quality of service obtained. If the service provided is the same as or exceeds customer expectations, then customer satisfaction is realized, conversely when the service provided does not meet customer expectations, then customers tend to be dissatisfied. In this context, parents are considered the main

customers because they pay for services to the schools they choose for their children. Parental satisfaction is determined by assessing their experience with various aspects of the quality of educational services that they and their children feel. If parents have a positive experience of the service provided to their children, then they feel satisfied.

Conversely, when they have a negative experience, their parents become dissatisfied. Meanwhile, They feel a certain level of satisfaction when their experience falls somewhere between good and negative. The findings of this investigation are then corroborated by studies from Purwanti et al. (2021) which claim that the simple linear regression result, $Y = 14.827 + 0.729X_3$, a coefficient of determination of 58.1%, and a computed t value of $11.257 > t\text{-table } 1.973$ with a significance of $0.000 < 0.05$, demonstrate that pricing has an impact on satisfaction. Additionally, the computation results display the conclusions about how service quality affects customer pleasure. With a significance level of 5% and degrees of freedom ($df = n - k = 223 - 2 = 221$), the t-table value is 1.972. Parent satisfaction and service quality are directly and significantly correlated; therefore, the higher the service quality, the higher the degree of parent satisfaction (Adestyani et al., 2024). The t-count value $> t\text{-table } (6.684 > 1.662)$ was then obtained by the hypothesis test. The p-value $< sig. 0.05$ or $0.000 < 0.05$ further supports this. Given that H_0 is refused and H_a is accepted, it can be concluded that service quality (X_2) significantly and favorably influences parents' decisions to buy (Y) (Setiawan & Haryantini, 2024).

Hypothesis Test 3

From the ANOVA test, it was obtained that the F-count was 63.740 with a significance level of $0.000 < \alpha$ probability value of 0.05 while the F-table was by a significance level of 0.05 (2.97) of 3.09 so that the $F\text{-count} > F\text{-table } (63.740 > 3.09)$ so that H_{03} was rejected, meaning that there was a significant influence together between the leadership of the principal and the quality of educational services on the satisfaction of parents of students of TK IT Abatatsa Lahat Selatan. Based on the R square value of 0.570, the determination coefficient was 57% so it can be concluded that the influence of the leadership of the principal and the quality of educational services on the satisfaction of parents of students of TK IT Abatatsa Lahat Selatan together was 57% and the rest was 43%. The results of this study indicate that the leadership of the principal and the quality of educational services have a positive and significant effect on the satisfaction of parents of students of TK IT Abatatsa Lahat Selatan. This conclusion is corroborated by Sari & Prasetya (2020) research, which found that parents' satisfaction with educational institutions is not significantly impacted by the principal's leadership or the caliber of educational services provided at the same time. Leadership is the capacity and willingness to persuade, inspire, invite, oversee, and, if needed, coerce others to embrace that influence (Mukaffie et al., 2023).

However, this study is not supported by the results of research from Muslim (2018). It claims that service factors have no bearing on parent satisfaction. Data analysis indicates that the service variable on satisfaction has a significant value of 0.289. The significant value in this figure is higher than the 0.050 significance level. These findings suggest that there is no meaningful linear link between service and satisfaction, leading to the rejection of H1 and acceptance of H0. Service has a 0.148 magnitude impact on customer satisfaction. All of this indicates that parent satisfaction is not positively and significantly impacted by the service variable alone.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn:

1. There is a significant influence between leadership on the satisfaction of parents of students at Abatatsa Lahat Selatan Kindergarten. Based on a simple regression test, a t-value of 5.023 was obtained $>$ from the t-table value of 1.660 where the t-value is greater than the t-table, so Ho1 is rejected.
2. There is a significant influence between the quality of educational services on the satisfaction of parents of students at Abatatsa Lahat Selatan Kindergarten. Based on the significance test of the variable of parental satisfaction on the satisfaction of parents of students at Abatatsa Lahat Selatan Kindergarten, a t-value of 4.119 \geq the t-table value of 1.660 where the t-value is greater than the t-table, so Ho2 is rejected.
3. There is a significant influence together between leadership and the quality of educational services on the satisfaction of parents of students at Abatatsa Lahat Selatan Kindergarten. Based on the results of the ANOVA test, the calculated F was 63.740 with a significance level of 0.000 $<$ α probability value of 0.05 while the F-table was by a significance level of 0.05 (2.97) of 3.09 so that the calculated $F > F$ -table (63.740 $>$ 3.09) so that H03 was rejected. Based on the results of the estimation test, the R square value was 0.570, thus the determination coefficient was 57% so that it can be concluded that the influence of leadership and quality of educational services on the satisfaction of parents of TK IT Abatatsa Lahat Selatan students together was 57% and the remaining 43% was influenced by variables not examined in this study.

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