

**THE EFFECT OF ACADEMIC SERVICE QUALITY AND TEACHER PERFORMANCE ON STUDENTS ' OF PARENTS SATISFACTION IN SCHOOL
(Case Study at Basic School of Pembangunan Jaya)**

Tri Yulianto¹.

Prof. Dr. Manahan P Tampubolon, MM ².

Dr. Dra.Mesta Limbong, M.Psi³

ABSTRACT

The Effect of Academic Service Quality and Teacher Performance on Student Parent Satisfaction in Schools (Case Study at Pembangunan Jaya Elementary School, Bintaro), Thesis, Jakarta: Graduate Program of the Christian University of Indonesia Jakarta, 2020

This study aims to examine the effect of academic service quality and teacher performance on parents' satisfaction at Pembangunan Jaya Elementary School. The method used in this study is to use multiple linear regression with a qualitative approach to find out how much influence between the variables of academic service quality and teacher performance on parents' satisfaction.

The population and sample in this study were parents of grades 1 - grade 6 of Pembangunan Jaya Elementary School , totaling 672 people and samples in this study were 87 parents taken using simple random sampling technique. This research was obtained by distributing questionnaires. The instruments used in collecting research data were 32 items for variable X1 (Academic Service Quality), 28 items for variable X2 (Teacher Performance) and 26 items for variable Y (Student Parent Satisfaction).

The results of this study indicate that the F count of 165.677 with a significance value of $0.000 < \alpha 0.05$ which means that H0 is rejected and H1 is accepted. So this shows that there is a joint effect between all the independent variables on parents' satisfaction. If seen from the results of the T test, the academic service quality variable has a coefficient (β) of 0.359 with a sig value of 0,000. Significant value is smaller than $\alpha = 0.05$ or $0,000 < 0.05$ then the coefficient value (β) is positive, the teacher performance variable has a coefficient (β) of 0.430 with a sig value of 0.000. Significant value is smaller than $\alpha = 0.05$ or $0.000 < 0.05$ then the coefficient value (β) is positive. Calculation of the coefficient of determination obtained 79.3% and the remaining 20.7% is influenced by other factors not included.

Thus there is a positive influence between the quality of academic services and teacher performance on parent satisfaction in Pembangunan Jaya Elementary School. The quality of academic services and teacher performance contribute to generating good parent satisfaction in Pembangunan Jaya Elementary School.

Keywords: Quality, Service, Academic, Teacher Performance, Satisfaction, Student of Parents

1). Postgraduate Alumni MPd UKI (triyulianto.2012035041@gmail.com)

2). Professor of Postgraduate MPd UKI (manahan_tb@yahoo.com)

3). MPd Postgraduate Lecturer (mesta.limbong@uki.ac.id)

Introduction

The Indonesian government has long recognized the importance of education to educate the lives of the nation's children as mandated in the 1945 Constitution. The implementation of education in Indonesia is a systematic national education system. National education functions to develop capabilities and shape the dignified character and nation of the nation in the context of developing the intellectual life of the nation, aiming at developing the potential of students to become human beings faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible (Law NO. 20 of 2003). In this context, the government has endeavored to develop the education sector in a planned, directed, and gradual manner and integrated with the overall development of the nation's good life economic, science and technology, social and cultural. In line with the dynamics of national development in various sectors, demands on the development of the education sector are becoming increasingly broad, namely on the one hand the opportunities for obtaining education for school-age children are increasing, and on the other hand the achievement of efficiency, relevance and improvement in the quality of education.

Improving the quality of education is the most strategic thing in improving human resources so that they have the attitudes, knowledge and skills in accordance with the administration of education based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008 dated June 11, 2008 concerning school administration standards must be met in order to keep up services carried out by other components of education primary and secondary are in serving the learning function and in the framework of accountability to the community, as well as in supporting the creation of good governance, one of the principles that must be met is the principle of efficiency, effectiveness, and quality of service. Basic school Pembangunan Jaya Bintaro is one of the leading private schools in Bintaro Jaya area, South Tangerang City. Bintaro Development Basic school was established by the Pendidikan Jaya Foundation in 1997 and in 2007 opened a branch in Sidoarjo, East Java, known as Basic school Pembangunan Jaya II Sidoarjo. At present Basic school Pembangunan Jaya Bintaro has 24 study groups, is located in a strategic location, the main road of Bintaro sector 3A, and is on an area of 9,045m². As a national public private primary school, Basic school Pembangunan Jaya Bintaro has actively conducted socialization to kindergartens in Bintaro Jaya area and put up banners regarding 1) excellence in academic and non-academic fields in accordance with the school's mission of forming students who are fond of learning, creative, independent and noble character; 2) the best quality of service that suits the needs of students and parents; 3) ease of payment. In addition, Basic school Pembangunan Jaya Bintaro always evaluates academic and non-academic activities in order to create a good school image for the community. Through the provision of services in accordance with the expectations of parents of students as consumers of educational services in elementary schools, loyalty is expected to be formed, because loyal parents are valuable assets for schools. Maintaining the loyalty of the parents of students is a demand that must be implemented immediately, because basically the maintenance of the loyalty of the parents of the students will continue to be maintained by the school. Loyal parents tend to give recommendations to the people closest to them to be students at the school. But in fact, in an effort to improve its image, basic school Pembangunan Jaya

Bintaro still has several problems that often cause dissatisfaction with parents of students as consumers and will usually have an impact on the number of new students who do not meet the target.

Based on the description above, the researchers tried to try to analyze the perceptions of parents of students as consumers at basic school Jaya Jaya Construction related to the quality of academic services and teacher performance on the satisfaction of students' parents.

Satisfaction is the response of customers to the fulfillment of their needs. That means the assessment that a particular form of goods or services or the goods / services themselves, provides a level of comfort associated with meeting a need, including meeting needs below expectations or meeting needs exceeding the expectations of Richard Oliver's customers (Barnes, 2003). Customer satisfaction is an after-purchase evaluation where the alternative chosen is at least the same as or exceeds customer expectations, while dissatisfaction arises if the results (outcomes) do not meet the expectations of Engel, et al (Tjipotono, 2006).

Thus it can be concluded that customer satisfaction (parents) is the fulfillment of influencing factors namely; cultural factors, social factors, personal factors and psychological factors

According to Heidegger academic is an event that will make human consciousness more bright and focused. Academically will make us more able to choose what we will do to achieve the goals that become our happiness in doing something the activities. According to Nadler academic is a process by which we know a truth to know and what to do for a sake desired goal. According to Lupiyoadi (2006) the quality of academic services is the value given by customers to the extent that academic services provided are in accordance with customer expectations. Academic services in administrative technical work, every activity offered and carried out both physically and logically and services offered by academics or admissions to students and other academics, basically do not result in ownership (Kotler & Lee, 2008)

Thus it is said that the quality of academic services is a systematic effort of education that is measured and directed in meeting the expectations of consumers even exceeding what is desired by consumers to reach the goal.

Performance is "... drive output from processes, human or otherwise". Performance is the result or output of a process. Mulyasa further said that performance can be interpreted as work performance, work performance, work achievement and work results or performance according to Smith (in Mulyasa, 2005). Performance is a translation of the word performance (English), which means work, deeds. According to Ruky in Supardi the word performance gives three meanings, namely: (1). Achievement as in the context or phrase "high performance car" or a very fast car. (2). Performances, as in the context or phrase "Folk dance performance" or folk dance performances. (3). Implementation of tasks, as in the context or sentence "in performing his / her duties" or in the implementation of their obligations.

Thus it can be said that performance is the work that has been achieved by someone in an organization to achieve goals based on standardization or size and time that are adjusted to the type of work and in accordance with established norms and ethics. While the performance indicators of teachers in carrying out their tasks consist of: planning, implementation, assessment / evaluation, relationships with students, enrichment programs and programs.

One expert's opinion is that competency in the workplace is a combination of the maximum appearance and typical behavior of a person that must be possessed

by a professional teacher in his field of expertise (Kanfel, 2005). Professional competence is a reinforcement of learning material broadly and deeply that allows it to guide students to meet the competency standards specified by the National Education Standards Agency (BNSP). This is an ability of a teacher in accordance with his expertise in conveying something to students in order to carry out their duties and profession.

The teacher's professional competence is an understanding of competency standards and basic competencies in his field of expertise, the development of subject matter mastery of the material and the concept of scientific mindset that supports the field of expertise, methods for developing science and critical studies related to the field of expertise as well as creativity and innovative in the application of related fields with areas of expertise. Able to communicate with the professional community itself and other professions verbally and in writing, able to utilize information and learning technology, communicate and develop themselves as a teacher.

Based on the description above, the following research problems are formulated:

- a. Does the quality of academic services affect the satisfaction of parents student at basic school in Jaya Development School?
- b. Does teacher performance affect the satisfaction of parents of students in basic school Jaya Development School ?
- c. Does the quality of academic services and teacher performance affect satisfaction of students in basic school in Jaya Development School?

Research methodology

Based on the type of data used, this study is included in research that uses a qualitative approach. Danil and Nanan (2009) suggest a qualitative approach is a holistic approach, meaning that it is comprehensive, occupying a study in a multiple construction. Seeing an object in a natural apa natural 'context is not partial.

This study uses a sample technique using the Slovin formula. The sample size was calculated using the Slovin formula. Simple random sampling means that each respondent has the same opportunity to be chosen. The technique taken is simple random sampling. Simple random sampling means that each respondent has the same opportunity to be chosen. The samples used are as follows:

$$n = N / 1 + N \epsilon^2$$

Information :

n = overall sample size

N = population size

ϵ^2 = tolerable level of sampling error

The number of samples based on the Slovin formula is as follows:

$$\begin{aligned} n &= 672 / 1 + 672 \times (0.1)^2 \\ &= 87,046 = 87 \text{ (rounded up)} \end{aligned}$$

Based on the above calculation, the number of samples in this study can be rounded to 87 respondents.

Qualitative research is used for different purposes when compared to quantitative research carried out when: a. if the research problem is not clear, each is dim or maybe even dark. b. To understand the meaning behind the data that

appears. c. To understand social interactions. d. To understand people's feelings. e. To develop theories. f To ensure data accuracy. g. Examining historical data developments. (Sugiyono, 2010)

The form of research used is causality research is research that explains one or more factors that cause or affect problems in research, or can be said to test the effect of variable X on variable Y (Sekaran and Bougie, 2013).

This study uses primary data, primary data is data obtained directly by researchers (from the first hand), while secondary data is data obtained by researchers from existing sources. Examples of primary data are data obtained from respondents through questionnaires, focus groups, and panels, or also data from researchers' interviews with resource persons.

Results and Discussion

Calculation of path coefficient for Substructure 1 (one). The results of the calculation of Substructure 1 (one) can be seen in Table 1.1. under:

Table 1.1. Path Coefficient Substructure 1 (one), Quality Path coefficient Quality Academic Services (X_1) for Parent of Student Satisfaction (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.932	6.116		2.115	.037
	Academic Service Quality (X_1)	.720	.046	.864	15.799	.000

a. Dependent Variable: Student of Parent Satisfaction (Y)

Regression Equation: $Y = 12,932 + 0.720 X_1$, the Influence Coefficient is $\beta = 0.864$, very strong and significant ($0,000 < 0.005$), meaning that the influence of Academic Service Quality (X_1) on Student Parent Satisfaction (Y) is very significant.

Calculation of path coefficient for Substructure 2 (two). The results of Substructure 2 (two) calculations can be seen in Table 1.2 ... below:

Table.1.2. Path Coefficient Substructure 2 (two). Quality Path coefficient Teacher Performance (X_2) of Student of Parents Satisfaction (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.360	5.542		3.313	.001
	Teacher Performance (X_2)	.764	.046	.873	16.466	.000

a. Dependent Variable: Student of Parent Satisfaction (Y)

Regression Equation: $Y = 18,360 + 0,764X_2$, Influence Coefficient is $\beta = 0,873$, Very strong and significant ($0,000 < 0.005$), meaning that the Effect of Teacher Performance (X_2) on Student of Parents' Satisfaction (Y) is very significant.

Table 1.3. Path Coefficient Substructure 3 (three). Quality Path coefficient Academic Services Quality (X_1) Teacher Performance (X_2) together with Student of Parent Satisfaction (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.514	5.515		1.907	.060
	Academic Service Quality (X_1)	.349	.090	.419	3.888	.000
	Teachers' Performance (X_2)	.437	.094	.500	4.635	.000

a. Dependent Variable: Student of Parent Satisfaction (Y)

Regression Equation: $Y = 10,514 + 0,349 X_1 + 0,764X_2$, if together the effect of X_1 on Y is 0.419, and X_2 on Y is 0.500

Table. 1.4. Test Table F of Multiple Regression $Y = 10,514 + 0,349 X_1 + 0,764X_2$

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	118,462	2	5923,131	165,637	,000 ^b
	Residual	303,807	84	35,760		
	Total	1485,069	86			

a. Dependent Variable: Student of Parent Satisfaction (Y)

b. Predictors: (Constant), Academic Services Quality (X_1) Teacher Performance (X_2)

The significance of the simultaneous effect X_1 , X_2 , on Y ($0,000 < 0,005$), meaning that it is very significant, or when compared ($F_{count} = 165.637 > F_{table} = F$ distribution table obtained F_{table} with degrees of freedom (db) 2: 84 at a significant level of 0.05 of 1.70).

Finally the Theoretical Model Pathways influence Academic Service Quality (X_1), (X_2), on Y are illustrated below.

Figure 1: Theoretical Model of Academic Service Quality (X_1) and Teacher Performance (X_2) Towards Student of Parent Satisfaction (Y)

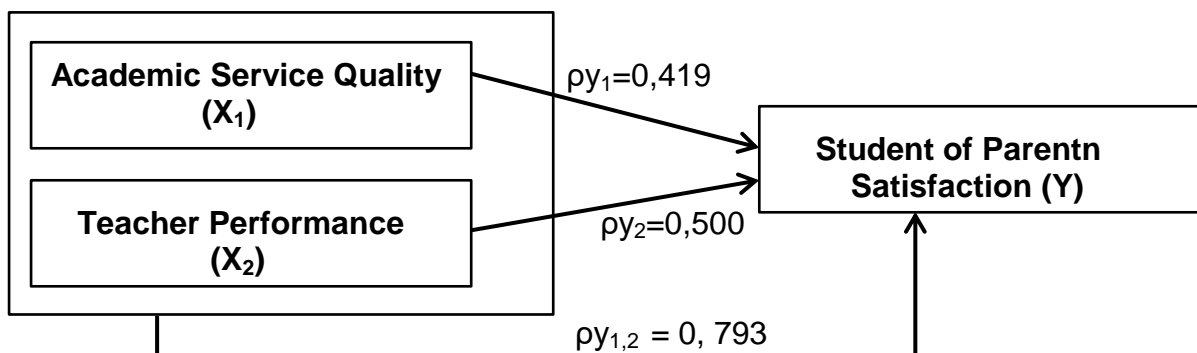


Table. 1.5. Table of Effects of Academic Service Quality (X_1) and Teacher Performance (X_2) Towards Student of Parent Satisfaction (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	3,893 ^a	,798	,793	5,980

- a. Predictors: (Constant), *Academic Service Quality (X_1)*, *Teacher Performance (X_2)*
 b. Dependent Variable: *Student of Parent Satisfaction (Y)*

From the calculation results of this study, we got a double correlation coefficient of 3.893 which means the double correlation coefficient is positive and the relationship between the three variables is quite strong. Then obtained a coefficient of determination of 0.793, which means that 79.3% of the variation that occurs in the tendency of increasing *Student of Parent Satisfaction (Y)* is influenced by the use of *Academic Service Quality (X_1)*, *Teacher Performance (X_2)* together, while the remaining 20.7% is influenced by other factors not examined in this research.

First Hypothesis:

Based on the results of the t test, the academic service quality variable has a coefficient (β) of 0.864 with a sig value of 0,000. Significance value is more smaller than $\alpha = 0.05$ or $0,000 < 0.05$. Positive β values indicate that the quality of academic services has a positive effect on parents' satisfaction. So that the hypothesis stating the quality of academic services has a positive effect on parent satisfaction is accepted. Based on the test results, it can be concluded that academic services have a positive effect on the satisfaction of students' parents

Second Hypothesis:

Based on the results of the t test, the academic service quality variable has a coefficient (β) of 0.873 with sig. of 0,000. Significance value is smaller than $\alpha = 0.05$ or $0.000 < 0.05$. Positive β value indicates that teacher performance has a positive effect on parents' satisfaction. So the hypothesis which states the teacher's performance has a positive effect on the satisfaction of parents of students is accepted. Based on the test results, it can be concluded that teacher performance has a positive effect on the satisfaction of students' parents

Third Hypothesis;

The F test or Analysis of Variance (ANOVA) is used to determine the effect of simultaneously (simultaneously) exogenous variables (free) on endogenous variables (bound). From the F test results, it is known that (F_{count} of 165.637 > $F_{table} = 1.70$) with a significance value of $0.000 < \alpha = 0.05$ less than 0.05 which means H_0 is rejected and H_1 is accepted. This shows that there is a joint effect between all exogenous variables, namely academic service quality (X_1) and Teacher Performance (X_2) on endogenous variabel Satisfaction of Student Parents (Y)

Conclusion

Based on the results of an analysis of research conducted on 87 observation samples during the period 2019-2020 can be concluded that:

- 1). The quality of academic services has a positive effect on parent students Satisfaction in Basic School Development Jaya.

- 2). Teacher performance has a positive effect on the satisfaction of students Parents In Basic school Development Jaya
- 3). The quality of academic services and teacher performance has a positive effect on satisfaction of students parents of Basic School Development Jaya.

Implication

The implications of the results of the study include two things, namely:

- 1). Theoretical implications. Theoretical implications related to the contribution of research results or the development of marketing theories of education and management services school as a provider of educational services.
- 2). While the practical implications are related to research contributions to basic school Development Jaya Bintaro including:
 - a. Basic school Development Jaya Bintaro have received good grades, meaning that the quality of services provided by basic school Development Jaya Bintaro must be maintained. So parents can be more trustworthy to be able to send their children to basic school Development Jaya.
 - b. Parents' perceptions of teacher performance at Basic school Development Jaya Bintaro have received good grades. That is; Teacher training must always be done so that teachers as the spearhead of education services are always up to grade in their abilities.

Suggestion

Suggestions for Basic School of Development Jaya are:

- 1). Quality and service facilities that are already owned by Basic school of Development Jaya must be maintained and updated according to their needs so As not to decrease, because both the quality of services and supporting facilities is proven influence the decision making to choose educational services.
- 2). Teacher performance has a positive influence on the decision to choose services education, Related to this the teachers must be able to continue upgrade its competence by attending appropriate training with its competence and knowledge to provide services good and good to students of parents satisfaction at Basic School of Development Jaya Bintaro.
- 3). Educational staff in Basic School of Development Jaya must also be facilitated with appropriate training on the competencies and tasks given. To be better at serving students and parents of students in basic school development Jaya.

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