

# **Quality of Education Services Against Parental Decisions to Choose Madrasa Ibtidaiyah and the Elementary School at Temanggung Regency**

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## **Abstract**

The purpose of this article is to analyze the quality of educational services by parents to choose MI and SD in Temanggung Regency. The facts of the problem are, schools do not have a superior program, schools have not conducted a SWOT test for the dimensions of MI and SD service delivery, cooperation with user partners to oversee the quality of MI and SD is not optimal, schools have not utilized social media or technology as a means of promotional media. This study uses a mix method approach with qualitative and quantitative methods with the type of research correlation of two or more variables between superior educational services and parental decisions, the subjects of this study involved 45 (40 parents and 5 teachers) as samples. The study uses phenomenological facts. The results of the study explain a strong and unidirectional significant relationship between the variables of superior educational services (X1), satisfaction with educational services (X2), and parental decisions (Y) to choose SDN 6 Parakan and MIN 2 Ringianom in Temanggung Regency with the results of the multicollinearity test with a tolerance value of 0.99 greater than 0.10 and VIF less than 10.00, followed by the results of the Spearman rank correlation test with a positive correlation result of 0.673 and a significance value of 0.000 <less than 0.05 or known to be 0.01 which means there is a significant relationship between superior educational services and satisfaction with parental choices in MI and SD Temanggung Regency.

**Keywords:** quality education service; satisfaction; parental decision; madrasa ibtidaiyah and elementary school

## **Introduction**

Education is universally recognized as a strategic sector as a place to acquire knowledge, skills, values, and competencies that prepare them to participate productively in society. Education is a key factor in shaping the future of the younger generation (Daoudi, 2024). The quality of educational services is a crucial aspect parents consider when choosing a school for their students (Yaacob et al., 2015). Schools with excellent services (Sulthon, 2019), (Budi, 2018), both in terms of curriculum, teacher competency (Johnson, 2021), facilities, and learning environment, are more attractive (Do et al., 2025).



In Indonesia, the presence of public schools, private schools, and Islamic-based institutions has created a diverse educational landscape with academic, religious, social, and cultural uniqueness. Elementary schools (SD) typically focus on the national curriculum with a balance of academic subjects, while Islamic elementary schools (MI) integrate national curriculum standards with more in-depth religious education (Musfiquon, 2020). This duality fuels competition between schools in attracting students and parents. So that MI and SD currently face intense competition, making parents more selective in choosing schools (Hofflinger et al., 2020).

Education plays a crucial role in shaping the quality of human resources and determining the progress of a nation (Dückers et al., 2026). In this context, parents hold full control as decision-makers in choosing the education for their children. Therefore, quality educational services are essential, as competition among educational institutions increases, and the quality offered becomes a determining factor for parents in deciding where to send their children to school.

Parents, as key players in their children's education, are becoming more selective in choosing schools that meet their children's expectations and needs (Yaacob et al., 2014). Therefore, schools must provide professional and high-quality educational services to meet the expectations of their users. Service quality not only influences parents' initial decisions (Drew et al., 2024), but also determines loyalty. High-quality schools have access to a mission to increase parental satisfaction and trust, strengthen the school's image and competitiveness (Hosseini Shoabjareh & Ghasri, 2025).

However, not all MI and SD have taken advantage of this opportunity for quick access to ideas. The urgency of this research is due to the factors causing the problem, namely, *the first*, schools do not have an excellence program that provides a sense of trust to the community using educational services (Kholik & Laeli, 2020)-(Poerwanti, 2021), *the second*, Second, schools have not conducted a Strength Weakness Opportunity Treathent (SWOT) test for the dimensions of organizing MI and SD services (Rika Mardiaty & Santoso, 2021), *the third*, lack of confidence of educational service institutions to collaborate with school/madrasah committees to oversee the quality of MI and SD (Khusniyah et al., 2023), (Munajat, 2016), *the fourth*, Fourth, schools have not utilized social media or technology as a promotional medium (Zhang & Koshmanova, 2021)-(Frandsen & Huzzard, 2021), therefore this research is important to analyze the

quality of educational services and their impact on parental loyalty, as well as provide recommendations for improving services to maintain school competitiveness.

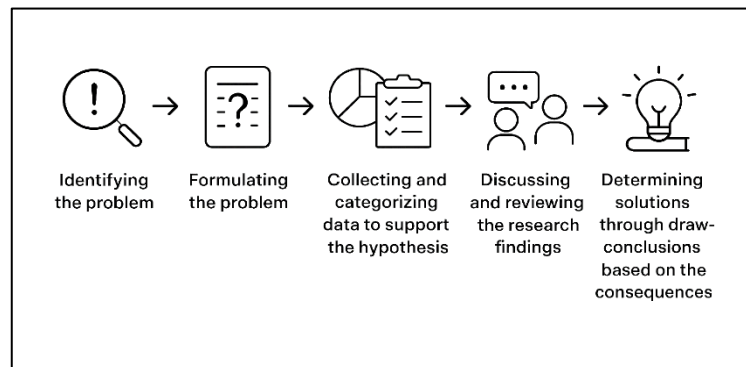
Factors that influence parental loyalty to schools. Parental satisfaction and trust not only impact their initial decision to choose a school but also determine the sustainability of their relationship with the school (Jailobaeva et al., 2023). Parental loyalty has long-term impacts on schools, including the sustainability of student enrollment, improved reputation, and school competitiveness (Seow & Hussain, 2024). Therefore, schools need to implement superior educational service strategies oriented toward parent satisfaction to ensure the growth and sustainability of educational institutions.

However, variations in services between schools often lead to differences in parental preferences. Some parents prioritize the strong religious instruction provided by Islamic elementary schools (MI) (Widdah, 2022), while others prefer elementary schools (SD) due to perceived advantages in curriculum structure, facilities, or teacher quality (Oktradiksa et al., 2024), (Safitri et al., 2024). This dynamic environment makes analyzing how the quality of educational services directly influences parents' decision-making in choosing between MI and SD in a given region crucial and a significant consideration (Sarini et al., 2023). So this article brings up novelty which includes, firstly a direct comparison of MI and SD in one model of education services, secondly there has not been much scientific research using the integration of SERQUAL and parental decisions regarding quality education services in the era of school competition, thirdly the contribution of local policies greatly influences the improvement of the quality of MI and SD.

## **Methods**

This study employed a mixed-methods approach, employing qualitative and quantitative method (Sugiyono, 2008). The correlational approach was used to determine the relationship between two or more variables, including superior educational services and parental decisions. This study involved 45 (40 parents and 5 teachers) at SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency, Central Java Province. To determine the quality of educational services on parental decisions for determining school competition using SERQUAL (Service Quality) (Saputra, 2021), a framework technique

that measures service quality through five main dimensions, namely reliability, responsiveness, assurance, empathy, tangibles, so that by using these five dimensions, the gap between the expected service and the service received by customers can be identified. This study employed a phenomenological approach using instrument validity testing. The steps were as follows: identifying the problem, formulating the problem, collecting and categorizing data to support the hypothesis by discussing and reviewing the research findings, and determining solutions through drawing conclusions based on the consequences. Here is the design of research method in this article :



Picture 1. Design of research method

Source: Personal Documents

The data collection technique employed several qualitative data collection techniques, including interviews for getting superior education service and satisfaction the parent as stakeholder and user, observation for getting the prove of superior education service, group discussions fot getting the asumsion of superior education service from MI and SD. Quantitative data collection was conducted using a closed-ended questionnaire administered to two MI and SD principals to determine the relationship between superior educational services and parental decisions at SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency. Quantitative data were analized by validity, reliability, normality, classical test multicorelation, and spearman rank correlation annalized SPSS statistics version 2.6 program.

Then, this study formulated a hypothesis that there is a significant relationship between superior educational services and parents' decisions to choose MI and SD. Specifically, the quality of education, teacher competence, quality of facilities, school communication with parents, and school culture are assumed to be positively related to parental decisions between SDN 6 Parakan and MIN 2 Ringinanom, in addition, this study

established a hypothesis that there is a significant monotonic relationship between superior educational services and parental decisions based on the Spearman rank correlation test, and the null hypothesis states that there is no significant relationship between the two variables.

## Result

*First*, Instrument validation test results.

The results of the validity test of the superior education service quality test on parents' decisions in choosing a school consist of 30 statement items calculated using the SPSS.26 program. Then interpreted with  $r_{table}$  at a significance level of 5% with  $N = 45$ , then obtained  $r_{table} (N-2)$  of 0.3610. The results can be explained in the table 1, below:

Table 1. Validation test result

Items	Result	r Table	Noted	Items	Result	r Table	Noted
Item-1	-0,021	0.3610	Invalid	Item-16	0,706	0.3610	Valid
Item-2	0,177	0.3610	Invalid	Item-17	0,615	0.3610	Valid
Item-3	0,540	0.3610	Valid	Item-18	0,610	0.3610	Valid
Item-4	0,715	0.3610	Valid	Item-19	0,510	0.3610	Valid
Item-5	0,106	0.3610	Invalid	Item-20	0,715	0.3610	Valid
Item-6	0,379	0.3610	Valid	Item-21	0,111	0.3610	Invalid
Item-7	0,582	0.3610	Valid	Item-22	0,483	0.3610	Valid
Item-8	0,772	0.3610	Valid	Item-23	-0,021	0.3610	Invalid
Item-9	0,748	0.3610	Valid	Item-24	0,153	0.3610	Invalid
Item-10	0,582	0.3610	Valid	Item-25	0,610	0.3610	Valid
Item-11	0,168	0.3610	Invalid	Item-26	0,649	0.3610	Valid
Item-12	0,413	0.3610	Valid	Item-27	0,120	0.3610	Invalid
Item-13	0,417	0.3610	Valid	Item-28	0,351	0.3610	Invalid
Item-14	0,413	0.3610	Valid	Item-29	0,540	0.3610	Valid
Item-15	0,634	0.3610	Valid	Item-30	0,684	0.3610	Valid

Source: Personal Documents

The results are that the validity test on a limited scale with the objects of teachers and parents regarding the understanding of the superior education service quality test on parental satisfaction and decisions in choosing a school with 30 statement items is stated to be valid only with a percentage of 67%.

*Second*, Reliability test results.

The results of the reliability test of the understanding of the quality of superior educational services on parents' decisions in choosing schools consisting of 30 statement items calculated using the SPSS.26 program. The calculation results show a reliability of  $0.790 > 0.7$  (Gugiu & Gugiu, 2017: 2), so that the statement items of the quality of superior

educational services on parents' decisions in choosing schools have a strong level of reliability in the category. The results can be explained in the following table 2, below:

**Table 2.** The realibility test result

Reliability Statistic		
Cronbach's Alpha	N of Items	Criteria
0,79	30	<i>Very Strong</i>

Source: Personal Documents

#### *Third*, Normality test results

Normality testing with One-Sample Kolmogorov-Smirnov Test with a test of the quality of superior educational services on parents' decisions in choosing SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency using the SPSS.26 program, the basis for the calculation results in decision making is normally distributed if the significance value is greater than 0.05 with the number  $N = 45$ . The results can be explained in the following table 3, below:

**Table. 3** The normality test results

Test variable	Asymp. Sig. (2-tailed)	Result
The quality of superior educational services on parents' decisions in choosing schools at SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency	0,010	Normally

Source: Personal Documents

Based on the table above, the SPSS output shows that the significance value of each variable regarding the quality of superior educational services on parental decisions is more than  $0.010 > 0.05$ . Therefore, in accordance with the basis for major decision-making, the Komlogrove-Smirnov normality test can conclude that the data is normally distributed.

#### *Fourth*, Classical test with multicorrelation

Multicollinearity testing is performed to obtain perfect or near-perfect linear relationships between two or more independent variables in a regression model. A good regression model requires the absence of multicollinearity. One way to determine the presence or absence of multicollinearity is by examining the Tolerance and VIF values. The decision-making method is that the smaller the Tolerance value and the larger the F value, the closer the multicollinearity problem is to occurring. Most studies indicate that if the Tolerance value is greater than 0.1 and the VIF is less than 10, multicollinearity is not present (Setya Budi et al., 2024). The following are the results of the multicollinearity test of the variables quality of education (X1), Service Satisfaction (X2), and Parents'

Decision to Choose SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency (Y) which can be seen in the following table 3, below:

**Table. 4** Multicorrelation test results

		Coefficients <sup>a</sup>				Collinearity Statistics	
Model	B	Unstandardized Coefficients	Std. Error	Standardized Coefficients Beta	T	Sig.	Tolerance VIF
1	(Constant)	2.589	14.083		.184	.855	
	Service (X1)	.537	.263	.249	2.037	.048	.997 1.003
	Satisfaction (X2)	.431	.092	.574	4.705	.000	.997 1.003

a. Dependent Variable: Keputusan (Y1)  
Source: Personal Documents

From table 4, the results of the Multicollinearity Test can be seen that the Tolerance value for the Service (X1) and Satisfaction (X2) variables is 0.997, which is greater than 0.10, while the VIF for the Service (X1) and Satisfaction (X2) variables is less than 10.00, so it can be concluded that there is no multicollinearity problem in the linear regression model.

*Fifth, Spearman Rank Correlation Test*

The Pearson product moment test is a non-parametric statistical analysis used to determine the linear relationship between variables. When the research data uses a Likert scale, the distance between variables must be the same and not necessarily normal. The strength and direction of a significant correlation are those whose sig. (2-tailed) value is less than 0.05 or 0.01. The results of the correlation test are described in the following table. 4:

**Table. 5** Spearman rank correlation test results

		Correlations	
		Quality of Educational Services	User Satisfaction of Educational Services
Quality of Educational Services	Pearson Correlation	1	0.673**
	Sig. (2-tailed)		0.000
	N	45	45
User Satisfaction of Educational Services	Pearson Correlation	.673**	1
	Sig. (2-tailed)	.000	
	N	45	45

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
Source: Personal Documents

From the table above it can be explained, the first, the level of strength of the relationship between superior educational services and satisfaction with superior educational services; from the output obtained with a coefficient figure of 0.673\*\*, meaning the level of strength of the relationship (correlation) between the quality of

superior services and satisfaction with superior educational services at SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency with strong results, the second, the direction of the relationship between the superior education service variable and satisfaction with superior education services; the coefficient figure is positive, namely 0.673, so that the relationship between the two variables is unidirectional, meaning that the more the quality of superior education services is improved, the more satisfaction with superior education services will increase, the third, the significance of the relationship between the two variables; based on the output, the significance value is known to be  $0.000 < \text{less than } 0.05 \text{ or } 0.01$ , meaning that there is a significant relationship between superior educational services and satisfaction with superior educational services. A very strong and unidirectional significant relationship between the superior education service variable and satisfaction with superior education services.

## **Discussion**

### **Quality of Excellent Educational Services**

The concept of a research approach to superior educational services is interpreted as a key factor in attracting and maintaining parental loyalty (Bast & Walberg, 2004). focuses on the quality of education in general or parental satisfaction, but this study specifically examines various dimensions of the quality of superior educational services, such as academic-curriculum quality, (Oktradiksa et al., 2025), the quality of teaching and educational staff (Oktradiksa et al., 2024), educational facilities and infrastructure, administrative and academic services (Mager et al., 2023), innovation and service development, service user satisfaction, and reputation and competitiveness (Curry, 2018), (Vandeveldt et al., 2025a). Quality of service excellence also refers to the level of educational service provided by an institution in an optimal, professional manner, and oriented towards the needs of students and the expectations of parents (Abidin et al., 2025). This concept emphasizes that education is not only the delivery of learning materials, but also a comprehensive learning experience, encompassing academic, emotional, social, and character aspects.

In the context of MI/SD educational institutions, the quality of superior educational services is an important factor in increasing public trust (Noviyani et al., 2022). When schools are able to provide the best services, parents will feel confident that



their children are receiving a quality education, so that the decision to choose and maintain the school becomes stronger. Thus, the quality of educational service not only impacts student learning outcomes, but also becomes a strategy in improving the reputation and competitiveness of educational institutions (Huda et al., 2021). As seen from the results of the Spearman rank correlation test, the level of strength of the relationship (correlation) between the variables of superior service quality and satisfaction with superior educational services at SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency is very strong.

These results also explore how the quality of these services directly influences parents' decisions in choosing a school for their children (Holmes Erickson, 2017), The relationship between the two variables is unidirectional, meaning that as the quality of superior educational services improves, satisfaction with superior educational services and the decision for parents to enroll students becomes stronger and more significant. The research findings have provided more relevant and applicable solutions, and enrich the literature related to the quality of educational services in rural areas or areas with limited resources compared to research that focuses on urban schools or elite educational institutions (Sarini et al., 2023). This also provides an opportunity to analyze local factors that may influence parental decisions, such as local culture or the condition of educational infrastructure (Csíkos et al., 2024).

#### School Competitiveness and Parental Loyalty

School competitiveness is the ability of an educational institution to maintain its existence and compete with other schools to attract and retain students. This competitiveness reflects a school's superiority in providing added value compared to competitors, both in academic and non-academic aspects, as well as in overall educational services (Indrawati & Kuncoro, 2024).

Highly competitive schools typically offer high-quality learning, supported by competent teachers (Vandevelde et al., 2025b), a relevant curriculum, adequate facilities, and a comfortable and safe learning environment. Furthermore, the school's image, communication strategy, program innovation, and the quality of the relationship between the school and parents are also indicators in formulating competitiveness (Octavira et al., 2024).

School competitiveness is not only about academic excellence, but also the school's ability to highlight unique features, such as character programs, excellent extracurricular activities, modern learning approaches, and the use of educational technology. The stronger a school's competitiveness, the greater its chances of being chosen by parents and gaining long-term trust from the community (Sidabutar, 2025).

The concept of the parental loyalty research approach is interpreted as a long-term outcome of the quality of superior educational services. The loyalty indicators in question consist of commitment, satisfaction, involvement, willingness to recommend, long-term loyalty, and compliance and trust that enable collaboration of trust between schools, stakeholders, and users of educational services (Almanwari et al., 2024), (Rohmah, 2022). Sustainable parental loyalty is crucial in creating stability and growth for schools, especially amidst intense competition (Borishade et al., 2021). This loyalty influences how parental satisfaction not only influences their decision when first choosing a school (Rhinesmith, 2017), so there is a very strong and unidirectional significant relationship between the variables of loyalty to superior educational services and satisfaction with superior educational services, and also plays an important role in maintaining long-term relationships with schools. The quality of educational services is a major factor that can increase parental loyalty to schools (Milovanska-Farrington, 2022). In addition, with the existence of school competitiveness, positive quality competition will be created to build parental perceptions to determine and decide on choosing a good school (Wu, 2023).

Parental loyalty is formed through their experiences interacting with the school, both directly and indirectly. When a school is able to provide quality educational services that include a strong learning process, a safe learning environment, effective communication, and attention to student development, parents will feel satisfied and believe that the school is the right choice for education and the sustainability of the students around them. This sense of satisfaction and trust then develops into loyalty (Gampe et al., 2022). The main indicators of parental loyalty are: first, a desire to send their child to the school, even though there are many other options; second, parental participation in meetings or parent involvement in school programs; third, positive support for school policies and innovations; fourth, a willingness to provide recommendations or testimonials to other prospective parents; and fifth, a strong emotional connection between parents and the school (Li & Hung, 2009).

Parental loyalty is a strategic asset for schools. Schools that are able to build strong relationships with parents will gain long-term trust, strengthen their reputation, and increase the sustainability of their student population. Therefore, school management needs to build open, responsive communication and provide educational services that meet parents' expectations (Huang, 2022).

## **Conclusion**

This article found a program of excellence that provides a sense of trust to the community of educational service users, schools will follow up the results of the SWOT test for the dimensions of organizing educational institution services SDN 6 Parakan and MIN 2 Ringinanom in Temanggung Regency, the existence of self-confidence of educational service institutions to collaborate with stakeholders-school/madrasah committees to oversee the quality of educational institutions, schools will utilize social media or technology as a promotional medium to build the quality of education. Based on the results of the analysis and discussion of the research, the quality of educational services is greatly influenced by good educational services, so that important aspects that must be strengthened are teacher competence, learning processes, infrastructure facilities, learning environments, and communication between schools and parents as the main factors, this study found that there is a very strong and unidirectional significant relationship between the variables of superior educational services (X1), satisfaction with superior educational services (X2), and parental decisions (Y) in choosing SD and MIN in Temanggung Regency with the results of the multicollinearity test with a tolerance score of 0.99 greater than 0.10 and VIF less than 10.00, then continued with the Spearman rank correlation test with a positive correlation result of 0.673 and a significance value of 0.000 <less than 0.05 or 0.01 is known, which means there is a significant relationship between superior educational services and satisfaction with superior educational services in MI/SD Temanggung Regency, so that it can have an impact on parents' decisions in choosing schools according to the needs of students to become a basis for knowledge to continue to the next level, thus the better the quality of services provided by MI / SD, the higher the interest of parents to send their children to school at that institution.

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## Declaration of Conflicting Interests

All authors declare that there are no conflicts of interest in this research.

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