

Can The Academic Quality And Service Of Northern Green School Medan Enhance Parents' Satisfaction And Loyalty?

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ABSTRACT

Parents' satisfaction and loyalty towards their chosen school for their children's education are vital for the sustainability and existence of private schools. This study aims to confirm the critical role of academic quality and service in increasing the satisfaction and loyalty of parents of students. Through a questionnaire survey of 30 parents of Northern Green School Medan students, using a saturated sampling technique, quantitative data were carefully analyzed using PLS analysis. The results of this study prove all hypotheses. Each relationship between variables has been empirically proven to be statistically significant and positively correlated. The partial mediation role of parental satisfaction on the influence of academic quality and service on their loyalty is proven accurate. This study is limited to a small sample, so generalization to all schools cannot be done. Further research is expected to expand the research subjects from several schools with the same level and conduct qualitative research through more in-depth interviews related to the academic quality and service expected by parents.

Keywords: Academic Quality, Service Quality, Student Parent Satisfaction, Student Parent Loyalty

ABSTRAK

Kepuasan dan loyalitas orang tua terhadap sekolah pilihan mereka untuk pendidikan anak-anak mereka sangat penting bagi keberlanjutan dan keberadaan sekolah swasta. Tujuan penelitian ini adalah untuk mengkonfirmasi peran penting kualitas akademik dan layanan dalam meningkatkan secara tajam Kepuasan dan loyalitas orang tua siswa. Melalui survei kuesioner terhadap 30 orang tua siswa Northern Green School Medan, dengan menggunakan teknik sampling jenuh, data kuantitatif dianalisis secara cermat menggunakan analisis PLS. Hasil penelitian ini membuktikan semua hipotesis. Setiap hubungan antara variabel telah dibuktikan secara empiris signifikan secara statistik dan berkorelasi positif dan peran mediasi parsial kepuasan orang tua terhadap pengaruh kualitas dan layanan akademik terhadap loyalitas mereka terbukti akurat. Penelitian ini dibatasi pada sampel yang kecil, maka generalisasi pada ke semua sekolah tidak bisa dilakukan. Penelitian selanjutnya diharapkan dapat memperluas subjek penelitian dari beberapa sekolah dengan jenjang yang sama dan melakukan penelitian kualitatif melalui wawancara yang lebih mendalam terkait kualitas dan layanan akademik yang diharapkan oleh orang tua.

Kata Kunci: Kualitas Akademik, Kualitas Layanan, Kepuasan Orang Tua Siswa, Loyalitas Orang Tua Siswa

Introduction

Education is crucial for humans and significantly impacts molding a country's future generations (Sharma, 2023). As society progresses, there is a growing need for high-quality education (Tarigan et al., 2023). Parents of every student desire both high-quality education and a distinctive and unforgettable learning experience for their children (Ahmed et al., 2024) and the Green school is a highly preferred option.

Green School is a unique educational institution that integrates nature into its curriculum (Falzon & Conrad, 2023). This kind of school aims to foster environmental consciousness and motivate pupils to adopt sustainable lifestyles (Oknasari et al., 2023). The school curriculum is characterized by its innovative approach, emphasizing outdoor learning and integrating environmentally sustainable practices into its operations (Hidayat et al., 2023).

One of the green schools is The Northern Green School (NGS), located at Jalan Babura Lama No. 13, Medan Baru District, North Sumatra. It has been officially established with School Establishment Decree No. 420/16566.PPMP/2016. NGS is an educational institution that provides creative and nature-centralized instruction. NGS has a distinct edge in connecting pupils with the natural world through diverse educational initiatives and engaging activities in a picturesque natural setting. Nevertheless, it is necessary to do empirical research to determine whether these advantages are sufficient to maintain parental loyalty toward enrolling their children at NGS, given the escalating rivalry among private schools.

Meanwhile, NGS encountered a diminished level of parental allegiance. The retention rate of students from Elementary School (grade 6) to Junior High School (grade 1) was 12 out of 38, and from Junior High School (grade 3) to Senior High School (grade 1) was 8 out of 11 students between 2022-2023 and 2023-2024 school years. Therefore, it is imperative to study tactics to uphold the allegiance of parents of NGS students.

Strong academic performance, characterized by excellent grades, top rankings, and prestigious academic accolades, is a crucial gauge of a school's academic quality (Kayyali, 2023). Parents are typically content when their children exhibit substantial academic achievement (Schmid & Garrels, 2021). This phenomenon demonstrates that the school has delivered high-quality education and facilitated the academic growth of its students (Javornik & Mirazchiyski, 2023).

The educational standards schools offer directly impact parents' contentment regarding their children's education (Lindberg, 2023). The level of parental satisfaction can be affected by the quality of service that schools provide to parents (Zalzalalah et al., 2023). Additionally, it was shown that the quality of service and satisfaction impact parents' loyalty towards the school they have chosen for their children (Sugiator et al., 2023). Additional research also demonstrates that the level of education provided impacts the level of happiness and loyalty among parents (Nguyen et al., 2021).

So, there is a complex relational between academic and service quality with the parent's satisfaction and loyalty. The research's novelty lies in the conceptual framework that links academic and service quality with parental satisfaction and loyalty at Northern Green School.

Hypotheses Development

A successful learning process is a reflection of academic quality (Zhai et al., 2023). Parents will be content if the school adopts inventive and captivating instructional approaches that

align with the child's learning requirements, fostering their interest and active involvement in the educational process (Setyarini et al., 2021). High-quality educators, a well-organized curriculum, and sufficient facilities and infrastructure facilitate effective learning (Ogar et al., 2023).

There is a direct correlation between the academic excellence provided by School and the level of satisfaction experienced by parents regarding their children's education (Lindberg, 2023). Academic quality encompasses various elements, including academic performance, efficient learning methods, personal growth in character and abilities, effective communication, parental engagement, and sufficient facilities and infrastructure (Rajeh et al., 2023).

The level of academic excellence is a crucial element that influences parents' loyalty (Nguyen et al., 2021). Parent loyalty is the unwavering dedication of parents to continue relying on the school for their child's education (Huang et al., 2022). At the same time, satisfaction impact parents' loyalty (Sugiator et al., 2023). So, correlations exist between the level of academic excellence and the satisfaction and loyalty of parents.

Meanwhile, many research studies suggest that parental satisfaction is strongly contingent upon the service quality (i.e. Pribadi, 2020; Rahmat, 2021; Sabathelia et al., 2022; Ruwaidah et al., 2023; and Zalzalah et al., 2023). Not a few research have also demonstrated that good levels of service at schools will enhance parental loyalty (i.e. Sugiator et al., 2023; Sabathelia et al., 2022; Pome et al., 2021). As previously discussed, it has been proven that parental satisfaction directly impacts the level of loyalty exhibited by parents (Huang et al., 2022; and Nguyen et al., 2021). So, there are correlations exists between the level of service a school provides and the satisfaction and loyalty of parents of pupils attending that school.

The hypotheses presented in this paper are based on empirical studies:

H1: The parent's satisfaction of NGS students is closely tied to the academic quality provided by the school.

H2: The parent's satisfaction of NGS students is closely tied to the services quality provided by the school.

H3: The parent's loyalty of NGS students is closely tied to the academic quality provided by the school.

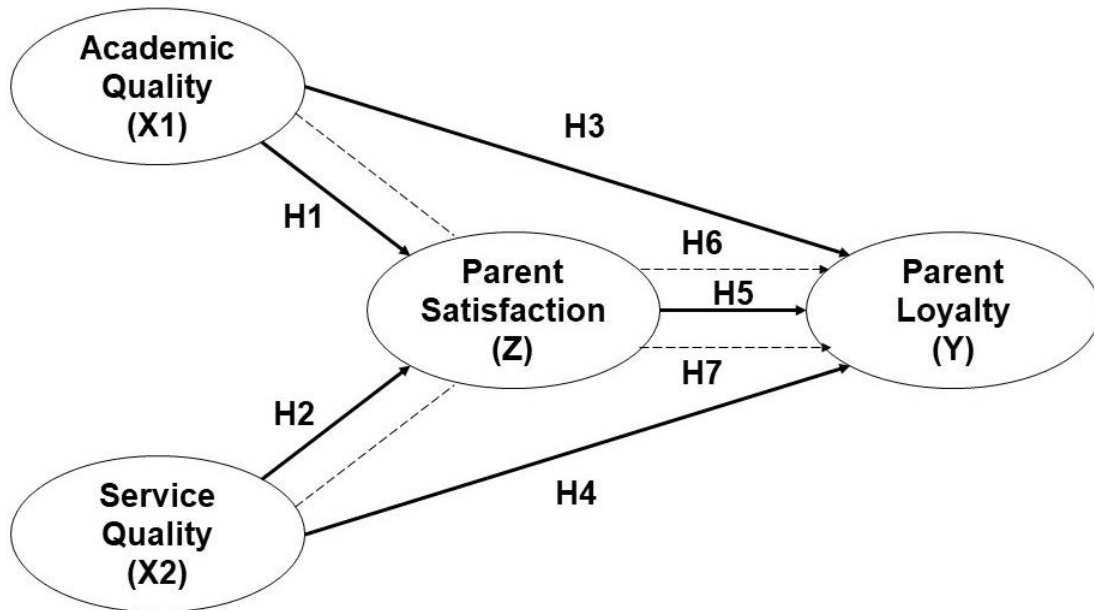
H4: The parent's loyalty of NGS students is closely tied to the services quality provided by the school.

H5: The parent's loyalty of NGS students is strongly influenced by their level of satisfaction.

H6: The parent's loyalty of NGS students is closely tied to the academic quality, provided that they feel satisfied.

H7: The parent's loyalty of NGS students is closely tied to the services quality, provided that they feel satisfied.

Figure 1 Conceptual Framework



Method

This investigation was carried out using a quantitative methodology. Information was gathered via a questionnaire survey. The study sample consisted of 120 individuals, specifically parents of pupils enrolled at Northern Green School (NGS). Using a purposive sampling technique, we specifically selected parents of kids who have either recommended NGS, have several children attending the school, or have grandchildren attending different levels of the school. A total of 30 responses were gathered, consisting of 10 parents of grade 1 elementary school kids, 12 parents of grade 1 junior high school students, and eight parents of grade 1 high school students. The gathered data were examined using the PLS technique. The definition of operational variables is provided in Table 1.

Table 1. Definition of Operational Variables

Variable	Indicators	Items
Academic Quality (X.1)	Teaching Quality	The teacher provides instructional materials to ensure pupils attain scores above the AKM (Minimum Competency Assessment) threshold of 65 (X.1.1) The teacher addresses the specific requirements of students by completing the Communication Book (X.1.2) The teacher stimulates the child's studies in class through thought-provoking questions (X.1.3)
	Curriculum	The curriculum offered at NGS adheres to the educational criteria established by the government (X1.4)
	Learning Support Facilities	The physical infrastructure, including classrooms, at NGS plays a crucial role in facilitating the learning process (X1.5) NGS provides convenient access to technology resources, including computer devices (X1.6)
	Student Academic Achievement	I attend parent-teacher meetings organized by NGS for parents (X1.7) NGS offers assistance in facilitating communication between parents and teachers, for instance, by utilizing WhatsApp groups (X1.8)
	Service Quality (X2)	Direct Evidence
	Reliability	The school's promises align with their actual actions (X2.4)

Variable	Indicators	Items	
Parent Satisfaction (Z)	Responsiveness	The school personnel promptly addressed inquiries within one hour (X2.5)	
	Assurance	Parent trust in the security of NGS services (X2.6)	
	Empathy	NGS personnel comprehend when parents have difficulties (X2.7)	
	Service		The academic programs offered by NGS meet parents' expectations regarding quality (Z.1)
			Verdant surroundings encompass the NGS learning environment (Z.2)
			Parents are satisfied with the variety of extracurricular activities offered by NGS (Z.3)
	Communication	Parents are content with NGS's personalized communication strategies for elucidating recent advancements (Z.4)	
	Emotional Price		NGS fosters a secure and protected atmosphere for pupils (Z.5)
			The tuition expenses at NGS are proportional to the educational advantages offered to students (Z.6)
Ease of Access		NGS provides clear and open information about any potential additional expenses (Z.7)	
		NGS offers sufficient parking amenities for parents during school functions (Z.8)	
Parent Loyalty	Retention	NGS registration information is available to parents of students (Z.9)	
		The NGS experience met parents' expectations, so parents desired to continue participating in the NGS community (Y.1)	
	Recommendation	I recommend NGS to individuals in the immediate circle seeking a school for their children (Y.2)	
		Parents recommend NGS to individuals in the immediate circle seeking a school for their children (Y.3)	
Ongoing support	Parents intend to extend the duration of the child's enrollment in NGS beyond the parent's initial plans (Y.4)		

Source: Created by the Authors (2024)

Result and Discussion

Respondent's Demographic

Meanwhile, just 13 responders were male, accounting for 43.3%. Most participants were 31-40 years old, with 12 individuals (40.0%) falling into this category. Additionally, ten individuals aged 41-50 accounted for 33.3% of the responses. Meanwhile, only one responder (3.3%) was over 50 years old, and there were seven respondents (23.3%) between the ages of 21 and 30. Most responders, precisely 25 individuals (83.5%), had bachelor's degrees. The participants possessed a master's degree, accounting for 6.7% of the total. Additionally, two individuals had a D1-D3 education, while only one had a high school education, representing 3.3% of the sample. Most respondents were employed in the private sector, precisely 20 individuals (66.7%). The survey included seven respondents (23.3%) who identified as entrepreneurs and two respondents (6.7%) who worked as civil servants (PNS). Meanwhile, a mere 3.3% of individuals identified themselves as housewives. Most respondents, including 60.0% or 18 individuals, have a monthly income ranging from Rp 7 million to Rp 12 million. Meanwhile, 33.3% of ten individuals have a monthly income below Rp 7 million. Meanwhile, the number of individuals with a monthly salary ranging from Rp 12 million to Rp 18 million is only two, accounting for 6.7% of the total.

Assessment of The Exterior Model

This study's exterior model was assessed by examining the Loading Factor and AVE values. Indicators (items) of a variable are deemed capable of accurately measuring or reflecting its variables if they possess a loading factor value of 0.70 or above (Garson, 2016).

Figure 2 PLS Graphical Model

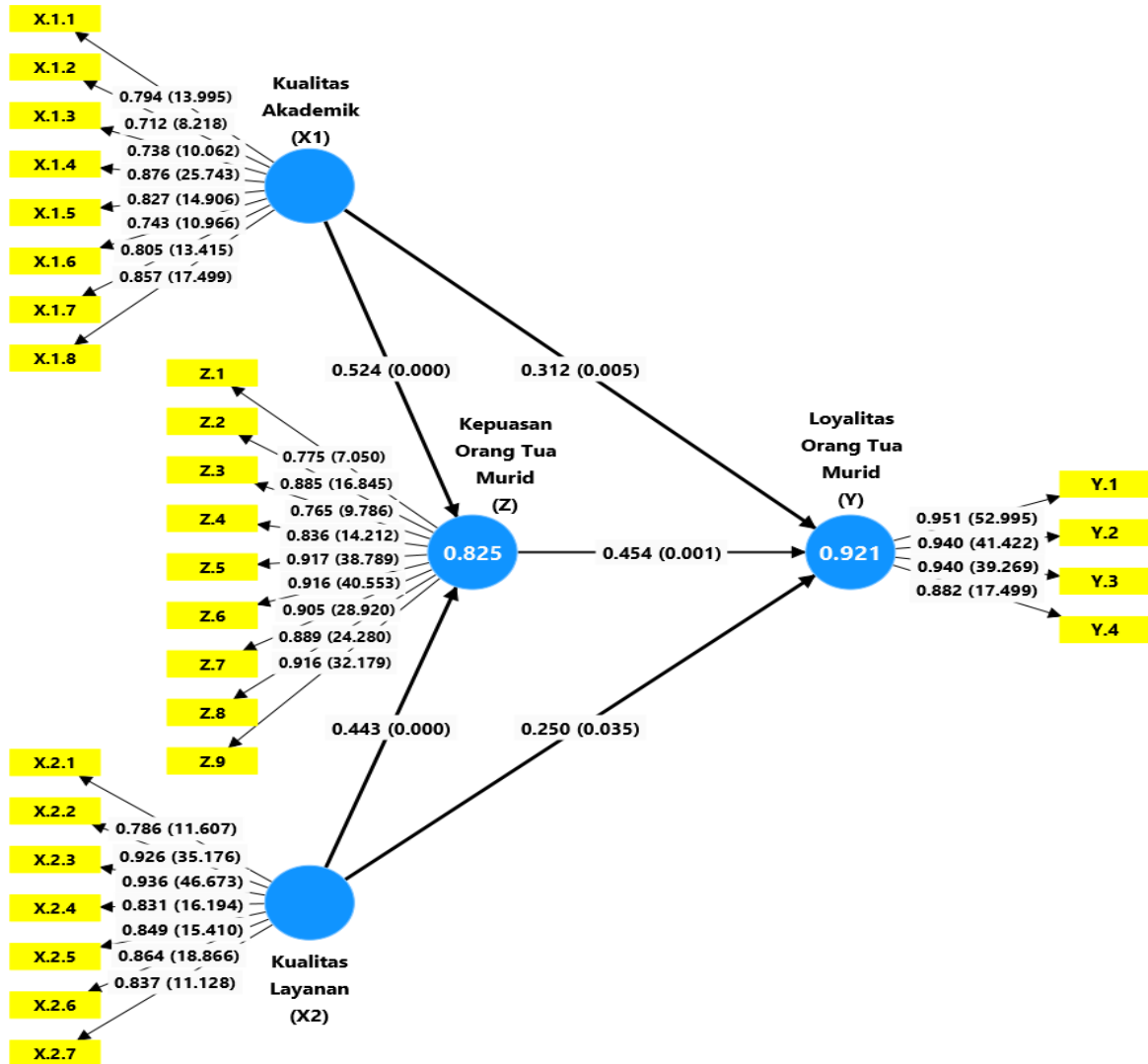


Figure 2 displays the output generated by SmartPLS software version 4.1.0.3, which represents the results of the SEM-PLS study. The loading factor value in the figure corresponds to the value on the line connecting the variable and its reflective elements, the number that is not included in brackets (Anjaningrum et al., 2024).

Meanwhile convergent validity is determined by the Average Variance Extracted (AVE) when its value exceeds 0.5. If the absolute value of AVE is less than 0.5, then it is not considered genuine in terms of convergence. The anticipated AVE value exceeds 0.5. Table 1 reveals that the AVE value of each research variable exceeds 0.5. The validity of the research instrument used to assess Academic Quality, Service Quality, Parent Satisfaction, and Parent Loyalty has been established.

Table 2. AVE value

Variables	AVE
Academic Quality (X1)	0.633
Service Quality (X2)	0.744
Parent Satisfaction (Z)	0.755
Parent Loyalty (Y)	0.863

Source: SmartPLS 4.1.0.3 Software Output Data Processed (2024)

In the meantime, the reliability of the study instrument used to measure reflective indicators can be assessed by calculating Cronbach's Alpha (Cr. α) and Composite Reliability (Cm.rho-a and Cm.rho-c) values. A trustworthy instrument has a Cronbach's alpha value greater than 0.6 and a composite reliability score greater than 0.8.

Table 3. Cronbach's Alpha and Composite Reliability

Variable	Cr. α	Cm.rho-a	Cm.rho-c
Academic Quality (X1)	0.916	0.919	0.932
Service Quality (X2)	0.942	0.946	0.953
Parent Satisfaction (Z)	0.959	0.962	0.965
Parent Loyalty (Y)	0.947	0.948	0.962

Source: Processed SmartPLS 4.1.0.3 Software Output Data (2024)

According to the information provided in Table 4, Cronbach's alpha value for each research variable is higher than 0.6, and the composite reliability is higher than 0.8, suggesting that the research tool employed to assess Academic Quality, Service Quality, Parent Satisfaction, and Parent Loyalty is dependable.

Assessment of The Interior Model

The study focuses on the R-Square (R^2) test as the measurement for the inner model. Based on the research conducted by Chin (1998) in (Hair, Sarstedt, Hopkins, & Kuppelwiesier, 2014), the R^2 value is reported as 0.67 (strong), 0.33 (moderate), and 0.19 (weak). The R^2 value corresponds to the numerical value indicated by the blue circular symbol in the Structural Model seen in Figure 5.1. The R^2 value of the Parental Satisfaction variable is 0.825. This data demonstrates that approximately 82.5% of Parental Satisfaction may be attributed significantly to Academic Quality and Service Quality. The remaining 17.5% is influenced by other independent variables not considered in this study.

The Parent Loyalty has an R^2 value of 0.921 which indicates that about 92.1% of Parent Loyalty can be attributed to Academic Quality, Service Quality, and Parent Satisfaction.

Hypothesis Testing

Hypothesis testing is conducted using the t-test. When the t-value is more than 1.96 and the p-value is less than 0.05, it concludes that the exogenous variable substantially impacts the endogenous and vice versa. Meanwhile, the direction of the effect, whether positive or negative, may be assessed by examining the path coefficient estimate (ρ).

Table 4. t-test Results

	ρ	t-stat.	P-val.	Inference
Direct Effects				
AQ (X1) -> PS (Z)	0.524	4.501	0.000	Significant-Positive
SQ (X2) -> PS (Z)	0.443	4.162	0.000	Significant-Positive
AQ (X1) -> PL (Y)	0.312	2.841	0.005	Significant-Positive
SQ (X2) -> PL (Y)	0.250	2.108	0.035	Significant-Positive
PS (Z) -> PL (Y)	0.454	3.313	0.001	Significant-Positive
Indirect Effects				
AQ (X1) -> PS (Z) -> PL (Y)	0.238	2.331	0.020	Significant-Positive Partial Mediation
SQ (X2) -> PS (Z) -> PL (Y)	0.201	2.976	0.003	Significant-Positive Partial Mediation

Remarks: AQ is Academic Quality, SQ is Service Quality, PS is Parent Satisfaction, PL is Parent Loyalty.

Source: Processed SmartPLS 4.1.0.3 Software Output Data (2024)

The hypothesis testing for indirect influence can be observed through the t-statistics test output of the SmartPLS 4.1.0.3 software. In this test, a t-value greater than 1.96 (which

corresponds to the Z-score value for $\alpha = 0.05$) and a p-value less than 0.05 indicate that the intervening variable effectively mediates the impact of the exogenous variable on the endogenous. The t-test findings from the SmartPLS 4.1.0.3 output are reported in Table 4.

The ρ representing the impact of AQ on PS is 0.524 units, indicating a positive relationship. The t-statistics value for the route coefficient measuring the influence of AQ on PS is 4.501 (>1.96) with the p-value is 0.000 (<0.05). These results demonstrate that the level of AQ has a favorable and substantial impact on the level of PS. Therefore, the study has confirmed the acceptance of the initial hypothesis (H1).

The ρ representing the influence of SQ on PS is 0.443 units, indicating a positive relationship. The t-statistics value for the path coefficient measuring the impact of SQ on PS is 4.162 (>1.96) with the p-value is 0.000 (<0.05). These results demonstrate that the SQ has a favorable and substantial impact on PS, so it validates the investigation's second hypothesis (H2).

The ρ representing the influence of AQ on PL is 0.312 units, indicating a positive relationship. The t-statistics value for the path coefficient of AQ on PL is 2.841 (>1.96) with the p-value is 0.005 (<0.05). These findings demonstrate that AQ has a favorable and substantial impact on PL. Therefore, the study's third hypothesis (H3) has been confirmed.

The ρ for the influence of AQ on PL is 0.250 units, indicating a positive relationship. The t-statistics value for the path coefficient of SQ on PL is 2.108 (>1.96) with the p-value is 0.035 (<0.05). This demonstrates that the SQ has a favorable and substantial impact on PL. Therefore, the investigation has accepted the fourth hypothesis (H4).

The ρ for the influence of PS on PL is 0.454 units, indicating a positive relationship. The t-statistic value for the impact of PS on PL is 3.313 (>1.96) with the p-value is 0.001 (<0.05). This demonstrates that the level of PS has a favorable and substantial impact on PL. Therefore, the study has accepted the fifth hypothesis (H5).

Meanwhile, the t-statistics value for the indirect effect of AQ on PL through PS is 2.331 (>1.96) with the p-value is 0.020 (<0.05), indicating statistical significance. The indirect path coefficient is 0.238 units and is positive. This demonstrates that AQ has a favorable and substantial impact on PL by utilizing PS. Therefore, the investigation has accepted the sixth hypothesis (H6).

The t-statistics value for the indirect effect of SQ on PL through PS is 2.976 (>1.96) with the p-value is 0.003 (<0.05). The indirect path coefficient is 0.201 units, which is positive. This demonstrates that SQ has a favorable and substantial impact on PL through PS. Therefore, the investigation has accepted the sixth hypothesis (H7).

Discussion

The study findings indicate that a solid academic standard will enhance the contentment of kids' parents. This finding is consistent with prior research conducted (i.e. Salim et al., 2021; Pome et al., 2021; Assyahri & Mardaus, 2023; and Kumara et al., 2023). If parents are content with the excellent academic standards, they will display loyalty towards the chosen school for their children's education, even up to the highest grade offered (Pome et al., 2021).

Parents who regard their child's school as offering superior quality education are more likely to feel content with their child's academic advancement and overall school experience. Parents consistently strive to guarantee that their children receive the finest education, with

high academic standards as the primary measure of excellence. Consequently, schools must consistently enhance their academic standards to attain a strong sense of parental allegiance and establish enduring connections with parents.

The study's findings demonstrate that service quality positively and substantially impacts parent loyalty using parent satisfaction. Studies have demonstrated that service quality and parent satisfaction are closely linked characteristics that equally impact parent loyalty. Consequently, schools must continuously endeavor to enhance the caliber of their services and uphold parental contentment through many means to attain a strong sense of parental.

The findings of this study align with previous research conducted (i.e. Salim et al., 2021; Rahmat, 2021; Amaliyah & Rosdiana, 2023; Zalalah et al., 2023; Triwijayanti et al., 2022). These studies have consistently demonstrated the significant impact of service quality on enhancing the satisfaction and loyalty of students' parents.

Research has indicated that when parents are content with the services provided by schools, it has a beneficial effect on several areas, including their involvement in school activities, endorsement of school programs, and allegiance to the school. Hence, it is crucial for educational institutions to consistently endeavor to enhance the caliber of their offerings in order to attain a commendable degree of parental contentment and foster positive rapport with parents.

Service quality has a favorable and substantial impact on parental loyalty. This aligns with the studies conducted by Pome et al. (2021). Parents desire high-quality education for their children, active involvement in the educational process, and recognition as valued participants in their children's education. Consequently, schools must consistently endeavor to enhance the caliber of their offerings in order to attain elevated levels of parental allegiance and establish enduring connections with parents.

Parents who express contentment with their children's education at school are more likely to participate in school events actively, endorse school initiatives, and serve as advocates for the school among other parents. Consequently, schools must continuously strive to enhance parental contentment by enhancing academic excellence and services, fostering effective communication with parents, and establishing an environment conducive to children's learning. Educational institutions must consistently enhance their academic standards and uphold parental contentment through several methods to attain a strong sense of parental allegiance and establish enduring connections with parents.

Conclusion

The research findings indicate that the following conclusions: (1) Academic quality has a strong and positive impact on parent satisfaction. (2) Service quality also strongly and positively impacts parent satisfaction. (3) Academic quality strongly and positively impacts parent loyalty. (4) Service quality also strongly and positively impacts parent loyalty. (5) Parent satisfaction strongly and positively impacts parent loyalty. (6) Academic quality influences parent loyalty through parent satisfaction strongly and positively. (7) Service quality influences parent loyalty through parent satisfaction strongly and positively.

An inherent constraint the researcher faces in this study is using an online survey conducted through Google Forms for data collection. Regrettably, not all participants could accurately translate every statement in the questionnaire. This gives rise to worries regarding the possibility of bias in interpreting the provided responses. This bias could impact the outcomes of data processing and restrict the study's capacity to extrapolate the relationship

between the variables under investigation. So, for future research by expanding the participant pool and conducting qualitative investigations.

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