

Enhancing School Quality Assurance through Educational Service Quality Management

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Abstract

School quality assurance is not determined solely by students' academic achievement but also by the quality of educational services experienced by stakeholders, particularly parents. This study aims to analyze educational service quality through parental satisfaction surveys as a mechanism for school quality control. A quantitative approach with a cross-sectional survey design was employed. Data were collected through a structured questionnaire distributed to parents of students at SD Muhammadiyah Palur, Sukoharjo Regency, Indonesia. A total of 309 valid responses were analyzed using descriptive statistical techniques to identify satisfaction levels across various educational service indicators. The results indicate that overall parental satisfaction with educational services is relatively high. Core services, including classroom teaching and teacher-parent communication, received highly positive evaluations, while some supporting services showed more varied satisfaction levels. These findings suggest that educational service surveys can serve as effective data-driven instruments for monitoring school service performance and supporting decision-making within internal quality assurance systems. This study is limited by its focus on a single school and the use of parental perspectives, which may limit the generalizability of the findings to broader educational contexts. Practically, school leaders can use the survey results to prioritize improvements in flagship program delivery and catering services, assign corrective actions, and monitor follow-up within the internal quality assurance cycle.

Keywords: Educational Service Management, Educational Service Survey, Educational Service Quality, Parental Satisfaction, School Quality Assurance

1. INTRODUCTION

Improving educational quality has become a strategic priority in strengthening the performance and long-term sustainability of educational institutions. Within the evolving landscape of modern education systems, schools are no longer viewed solely as learning institutions but also as public service organizations responsible for delivering high-quality educational services to diverse stakeholders. Consequently, the evaluation of school quality is no longer limited to students' academic achievement, it increasingly includes the quality of educational services experienced by students, parents, teachers, administrative staff, and the broader school community. These services encompass multiple dimensions, including communication practices between schools and parents, the quality of the learning environment, and the effectiveness of administrative services. Previous studies have consistently demonstrated that stakeholders' perceptions of educational service quality significantly influence both their level of satisfaction and the overall performance of educational institutions. Research applying the Service Quality (SERVQUAL) framework in higher education contexts indicates that service dimensions such as tangibles, reliability, responsiveness, and assurance play a crucial role in shaping user satisfaction and perceptions of institutional effectiveness. Furthermore, empirical evidence has revealed persistent gaps between stakeholders' expectations and their actual service experiences, suggesting that educational institutions must manage service quality systematically to enhance school performance beyond academic outcomes alone ([Amiri et al., 2024](#); [Hoque et al., 2023](#); [Ngo et al., 2025](#); [Seitova et al., 2024](#)).

Ensuring that educational services align with stakeholder expectations requires systematic and continuous evaluation mechanisms. One widely adopted approach is the use of educational service surveys designed to capture stakeholders' perceptions and satisfaction levels, particularly those of parents who play a central role in their children's elementary education. Survey-based research in school settings demonstrates that measuring parental satisfaction provides valuable empirical feedback for identifying gaps between expected and delivered services. Such insights are essential for supporting strategic decision-making at the school level, including evaluating the quality of communication between schools and parents, the adequacy of educational facilities, administrative

services, and the overall effectiveness of school services. Moreover, empirical findings indicate that periodic service evaluations can stimulate continuous improvement initiatives and policy adjustments aimed at enhancing educational quality. Through structured service evaluation processes, schools can identify both strengths and areas requiring improvement, enabling them to design targeted quality development strategies that respond effectively to stakeholder needs ([Chuktu et al., 2024](#)).

A growing body of research has also documented a strong relationship between educational service quality and stakeholder satisfaction across different levels of education. Studies conducted in elementary schools reveal that service quality dimensions including reliability, responsiveness, assurance, empathy, and tangibles significantly influence parents' perceptions of educational quality as well as their engagement with school services. Similar patterns have been observed in secondary and vocational education contexts, where students' satisfaction with learning experiences is strongly associated with their perceptions of institutional service quality. In addition, parental surveys in primary education consistently show that school service quality has a direct and significant effect on parental satisfaction. These findings underscore the importance of comprehensive service evaluation as a foundation for evidence-based decision-making and for supporting continuous educational quality improvement ([Guo et al., 2024](#); [Savira et al., 2024](#)).

Despite the increasing attention given to educational service quality and stakeholder satisfaction, research that explicitly positions educational service surveys as formal instruments for school quality control remains relatively limited. Many existing studies and systematic reviews on educational quality assurance frameworks primarily focus on conceptual and methodological aspects, while providing limited discussion on how service survey findings are operationally integrated into quality assurance policies or continuous improvement systems. In addition, much of the prior research tends to emphasize satisfaction outcomes without sufficiently explaining how survey findings are translated into managerial actions, institutional policies, or long-term quality management practices. Methodological inconsistencies, limited geographical diversity, and the predominant focus on a single stakeholder group further restrict the generalizability of existing findings and limit a comprehensive understanding of how survey data can be sustainably utilized in school quality management ([Gardezi, 2024](#); [Kataria & Rajput, 2025](#); [Peng et al., 2026](#)). Muhammadiyah Palur Primary School was selected because it serves a relatively large student population and provides a broad combination of core and supporting services, including classroom learning, the Tahfidz flagship program, extracurricular activities, catering, cooperative services, facilities, administration, security, cleanliness, and teacher–parent communication. This service diversity makes the school a relevant case for examining whether parental survey data can distinguish established service strengths from areas requiring corrective action within an internal quality assurance system.

Addressing this research gap, the present study conceptualizes educational service surveys not merely as tools for measuring subjective stakeholder satisfaction but as systematic managerial instruments for school quality control. By examining parents' perceptions of various dimensions of educational services, this study seeks to demonstrate how empirical evidence derived from service surveys can support school evaluation processes, inform service-related policy adjustments, and strengthen continuous quality improvement practices in elementary education. Previous research suggests that when survey data are integrated into school self-evaluation processes and quality assurance frameworks, they provide valuable contextual insights that support managerial decision-making and guide targeted policy interventions. Moreover, the literature on educational quality assurance emphasizes that the systematic use of survey findings can foster a culture of data-informed management and continuous improvement within school organizations. Therefore, this study contributes theoretically by strengthening the discussion of service quality within educational quality assurance frameworks, while also offering practical contributions in the form of evidence-based recommendations for school leaders and education stakeholders seeking to enhance the quality of educational services in a sustainable manner ([Figueiredo et al., 2024](#); [Gardezi, 2024](#)).

2. LITERATURE REVIEW

Educational service quality has become an increasingly important topic in educational management and quality assurance research. In contemporary education systems, schools are expected not only to provide effective learning environments but also to deliver high-quality services that meet the expectations of diverse stakeholders, including students, parents, teachers, and the wider community. The concept of educational service quality is commonly examined through frameworks originally developed in service management, particularly the SERVQUAL model, which evaluates service quality through dimensions such as reliability, responsiveness, assurance, empathy, and tangibles. Numerous studies have demonstrated that these dimensions provide a comprehensive framework for assessing stakeholder perceptions of service delivery in educational institutions ([Amiri et al., 2024](#); [Hoque et al., 2023](#)).

Within educational contexts, service quality plays a significant role in shaping stakeholder satisfaction and institutional performance. Research has consistently shown that positive perceptions of service quality contribute to improved levels of satisfaction among students and parents, while also strengthening institutional trust and reputation. For example, studies examining service quality in higher education indicate that reliability and responsiveness in academic and administrative services significantly influence student experiences and overall institutional loyalty ([Ngo et al., 2025](#); [Seitova et al., 2024](#)). Similarly, empirical investigations have found that effective communication, supportive learning environments, and well-organized administrative services are critical factors in shaping stakeholders' perceptions of educational institutions.

Parental satisfaction has emerged as a particularly important indicator of educational service effectiveness, especially at the elementary school level. Parents serve not only as stakeholders but also as partners in the educational process, and their perceptions often influence school choice, engagement in school activities, and support for institutional initiatives. Several studies have demonstrated that parental satisfaction is closely associated with perceived service quality, including instructional quality, school facilities, and administrative services ([Fransisca & Thaib, 2025](#); [Savira et al., 2024](#)). When parents perceive that schools provide reliable and responsive services, they are more likely to develop trust in the institution and maintain active involvement in their children's education.

Recent evidence from primary and elementary education strengthens this argument. Academic-service surveys have been used to map service performance in primary schools, while SERVQUAL-based instruments have been developed specifically for primary-school settings ([Djuanda et al., 2024](#); [Hapsari et al., 2025](#)). Parent-focused studies further show that satisfaction is shaped by teaching quality, care and safety, facilities, communication, and after-school services ([Chuktu et al., 2024](#); [Salafudin et al., 2025](#)). Together, these studies indicate that elementary-school surveys can do more than record perceptions, when administered periodically, they can identify service priorities and provide evidence for school self-evaluation.

In addition to instructional services, supporting services also play an important role in shaping stakeholder satisfaction. Extracurricular activities, school facilities, and campus services contribute significantly to the overall educational experience. Research suggests that well-managed extracurricular programs can enhance student engagement, improve learning motivation, and strengthen institutional reputation ([Nassar et al., 2024](#)). Similarly, the availability of adequate facilities and well-maintained learning environments contributes to a positive perception of school quality and supports effective learning conditions ([Aini et al., 2025](#)).

Beyond satisfaction outcomes, recent research increasingly emphasizes the role of service evaluation and stakeholder feedback in strengthening educational quality assurance systems. Educational institutions are encouraged to adopt systematic evaluation mechanisms that capture stakeholder perceptions and use the results as a basis for continuous improvement. For instance, school self-evaluation processes and stakeholder surveys have been shown to support evidence-based decision-making and improve institutional accountability in education systems ([Figueiredo et al., 2024](#); [Gardezi, 2024](#)). Through structured evaluation practices, schools can identify both strengths and

areas requiring improvement, thereby enhancing the effectiveness of their internal quality management systems.

Furthermore, the integration of stakeholder perspectives into school management practices reflects the broader shift toward stakeholder-oriented educational governance. Educational institutions are increasingly expected to incorporate feedback from parents, students, and teachers in decision-making processes to ensure that services remain aligned with stakeholder expectations. Studies examining stakeholder management in education highlight that active stakeholder engagement contributes to improved service quality and strengthens institutional sustainability ([Peng et al., 2026](#)).

Despite the growing body of literature on educational service quality and stakeholder satisfaction, several gaps remain in the current research landscape. Many existing studies focus primarily on measuring satisfaction levels without examining how service evaluation results can be systematically integrated into school management and quality control mechanisms. Additionally, much of the existing research has been conducted in higher education settings, leaving relatively limited empirical evidence regarding the role of service surveys in supporting quality assurance practices in elementary education contexts. Addressing these gaps is essential for developing more comprehensive approaches to educational service management and for strengthening the role of stakeholder feedback in school quality assurance systems.

3. RESEARCH METHODOLOGY

This study employed a quantitative approach using a cross-sectional survey design to obtain empirical evidence regarding educational service quality as a mechanism for school quality control. A survey design was selected because it allows researchers to systematically and objectively measure parents' perceptions and satisfaction with educational services through structured instruments. The cross-sectional approach is widely applied in educational research because it enables the capture of stakeholders' experiences and evaluations at a particular point in time, especially when studies involve relatively large numbers of respondents. Previous studies have demonstrated that this research design provides a robust empirical foundation for evaluating educational services and supporting decision-making processes aimed at continuous school quality improvement ([Kaya, Demircan, & Altun, 2025](#); [Li, & Wu, 2025](#); [Zakirova-Engstrand, & Wilder, 2024](#)).

The study was conducted at Muhammadiyah Palur Primary School, located in Mojolaban District, Sukoharjo Regency, Indonesia. The population of this study consisted of parents or guardians of students enrolled at the school. Parents were selected as the primary respondents because they represent key stakeholders who directly interact with various educational services provided by the school. Moreover, parents possess relatively comprehensive perspectives on multiple aspects of school services, including the learning process, administrative services, educational facilities, and communication between the school and families. In many educational studies, parental perceptions are regarded as an important source of empirical evidence for evaluating educational service quality and ensuring alignment between institutional practices and stakeholder expectations.

The sample was determined using purposive sampling. Eligible respondents were parents or guardians who had direct experience with the school's services and were willing to provide informed responses. Only one response was accepted per family, including families with more than one child enrolled, to avoid duplicate household evaluations. This non-probability approach was appropriate because the study required informed service users rather than responses from individuals with limited interaction with the school. Through this process, 309 valid respondents were included in the analysis. For transparency, a conventional sampling margin of error is not formally applicable to purposive samples. As a conservative descriptive reference, a sample of 309 corresponds to approximately ± 5.6 percentage points at the 95% confidence level under simple-random-sampling assumptions and maximum variability ($p=.50$), this value should not be interpreted as a strict population error bound ([Fransisca, & Thaib, 2025](#); [Zahira, & Habiby, 2025](#)).

Data were collected using a structured questionnaire as the primary research instrument. The questionnaire was developed by adapting the educational service quality framework, commonly applied in studies of public services and education, namely the SERVQUAL model, which consists of five key dimensions: reliability, responsiveness, assurance, empathy, and tangibles. Each dimension was operationalized into several indicators relevant to the context of elementary school educational services, enabling the theoretical concept of service quality to be systematically measured through stakeholders' actual experiences with school services. The operationalization of the educational service quality variable is presented in Table 1.

Table 1. Operationalization of educational service quality variables

Variable	Dimension	Indicator
Educational Service Quality	Reliability	Consistency in the implementation of classroom teaching and learning processes
		Clarity of instructional delivery by teachers
	Responsiveness	The school's promptness in responding to students' and parents' needs
		Availability of information and assistance when required
	Assurance	Teachers' competence and professionalism in delivering instruction
		Parents' trust in the quality of school services
	Empathy	Teachers' care and attention toward students' needs
		Effective communication between the school and parents
	Tangibles	Availability of adequate learning facilities
		Clean, safe, and comfortable school environment

Table 1 shows the educational service quality variable was measured using five dimensions adapted from the SERVQUAL framework, such as reliability, responsiveness, assurance, empathy, and tangibles. Reliability evaluates the consistency and clarity of teaching services, responsiveness assesses the school's ability to address students' and parents' needs, assurance reflects teacher competence and stakeholder trust, empathy captures teacher attention and communication with parents, while tangibles represent the adequacy of facilities and the quality of the school environment. These dimensions provide a comprehensive assessment of parents' perceptions of educational service quality in supporting school quality assurance.

All questionnaire items were measured using a four-point Likert scale, ranging from very dissatisfied to very satisfied, allowing respondents to express their evaluations of the educational services they experienced. Prior to data collection, the research instrument underwent validity and reliability testing to ensure its accuracy and internal consistency in measuring the research variables. Reliability testing was conducted using Cronbach Alpha, with a minimum threshold of 0.70, indicating acceptable internal consistency of the instrument. This procedure is consistent with standard methodological practices in educational service research aimed at enhancing the credibility and reliability of research findings ([Djuanda, Sunaengsih, Syahid, Amalia, & Juneli, 2024](#); [Hapsari, Efendi, Inayati, Wulansari, & Irdiyansyah, 2025](#)).

The questionnaire was distributed online to facilitate accessibility and increase participation among respondents. Participants were informed about the purpose of the study and assured of the confidentiality of their identities, ensuring voluntary participation in accordance with ethical principles in educational survey research. The use of online survey platforms has become increasingly common in contemporary research due to their efficiency, broader reach, and ability to support timely data collection while maintaining respondent confidentiality. To ensure data integrity, the survey system was designed so that each respondent could complete the questionnaire only once, thereby minimizing potential duplication or response bias. This approach is also recommended in modern

online research practices to improve data quality ([Bonett, Lin, Wolfe, Golinkoff, Deshpande, Villarruel, & Bauermeister, 2024](#); [Kampman, & Ozola, 2025](#); [Wu, Zhao, & Fils-Aime, 2022](#)).

Data analysis was conducted using descriptive statistical techniques, including frequencies, percentages, mean values, and standard deviations for each educational service quality indicator. To strengthen the interpretation, responses were also grouped into positive evaluations (satisfied and very satisfied) and negative evaluations (less satisfied and dissatisfied). Exact one-sample binomial tests were used to assess whether the proportion of positive evaluations for each indicator exceeded the 50% benchmark, with Wilson 95% confidence intervals and a significance level of .05. Because the study used purposive sampling, the inferential results were interpreted as evidence of response patterns within the observed sample rather than as probability-based estimates for a wider population. This analytical strategy remained consistent with the study's evaluative objective and did not test causal relationships among variables.

Table 2. Descriptive statistics of educational service quality indicators

Educational Service Indicators	n	Minimum	Maximum	Mean	Std. Deviation
Classroom teaching and learning services	309	1	4	3.20	0.62
School flagship programs	309	1	4	3.14	0.71
Extracurricular activities	309	1	4	3.12	0.59
School facilities	309	1	4	3.11	0.65
Administrative services	309	1	4	3.19	0.60
School security and cleanliness	309	1	4	3.21	0.57
Teacher–parent communication	309	1	4	3.18	0.61

Table 2 shows all educational service indicators obtained relatively high mean scores, ranging from 3.11 to 3.21 on a 1–4 scale. The indicator with the highest mean score was school security and cleanliness (Mean=3.21; SD=0.57), followed by classroom teaching and learning services (Mean=3.20; SD=0.62) and administrative services (Mean=3.19; SD=0.60). Meanwhile, school facilities recorded the lowest mean score (Mean=3.11; SD=0.65), although it still reflected a positive evaluation from respondents. Overall, these findings indicate that parents perceived the quality of educational services provided by the school positively, particularly in terms of safety, cleanliness, learning services, and school–parent communication. The standard deviation values ranging from 0.57 to 0.71 indicate relatively low variability among responses, suggesting that parents had consistent perceptions regarding the quality of the evaluated educational service indicators.

Through this descriptive statistical analysis, the study seeks to identify aspects of educational services that represent the school's strengths as well as areas that may require improvement. The information generated from the survey provides empirical insights into parents' perceptions of the educational services delivered by the school. These findings are subsequently interpreted comprehensively to assess the role of educational service surveys as practical instruments for school quality control and as a foundation for managerial decision-making in the continuous improvement of educational service quality ([Amiri, Sadeghi, Shahsavari, Heidari, Alemohammad, Gharepour, & Khosravi, 2024](#); [Asamoah, Kwablah, & Amoah, 2024](#); [Tasić, Glušac, Makitan, Jokić, Ljubojević, & Vignjević, 2025](#)).

4. RESULTS AND DISCUSSION

4.1 Result

The research survey was conducted online using the Google Forms platform and distributed to parents or guardians of students at Muhammadiyah Palur Primary School. From a total student population of 609, the study obtained 309 valid respondents. Considering that some students were siblings, each parent or guardian was requested to complete the questionnaire only once to ensure that the data collected were more representative. This level of participation was considered adequate to reflect parental perceptions of the quality of educational services provided by the school.

The research instrument assessed ten indicators of educational services, covering both core services and supporting services. Core services included classroom teaching and learning as well as the implementation of the school's flagship programs. Supporting services included extracurricular activities, school facilities, school catering services, administrative services, the school cooperative, school security, school cleanliness, and communication between teachers and parents. All indicators were measured using a four-point Likert scale, ranging from very dissatisfied to very satisfied. The distribution of parental satisfaction levels across the ten educational service indicators is presented in Table 3.

Table 3. Parental satisfaction with educational services at Muhammadiyah Palur Primary School

No	Educational Service Indicators	Very Satisfied (%)	Satisfied (%)	Less Satisfied (%)	Dissatisfied (%)
1	Classroom teaching and learning	22.7	74.4	2.9	0.0
2	Implementation of school flagship programs	24.6	65.4	9.4	0.6
3	Extracurricular activities	15.9	80.6	3.5	0.0
4	School facilities	19.4	72.8	7.8	0.0
5	School catering services	15.9	72.5	10.7	0.9
6	Administrative services	23.3	73.5	3.2	0.0
7	School cooperative services	15.2	80.9	3.9	0.0
8	School security services	23.9	74.4	1.7	0.0
9	School cleanliness	17.5	77.0	5.5	0.0
10	Teacher–parent communication	22.0	75.1	2.9	0.0

Table 3 shows that parents generally expressed positive evaluations of the educational services provided by the school. Most indicators received high satisfaction levels, with the combined percentage of very satisfied and satisfied responses exceeding 90% across all service dimensions. The highest overall satisfaction was observed in school cooperative services (96.1%), followed by extracurricular activities (96.5%) and classroom teaching and learning (97.1%). Meanwhile, school catering services showed a relatively higher proportion of less satisfied and dissatisfied responses (11.6%), indicating an area that requires further improvement. Overall, the findings demonstrate that the school's educational services have been well received by parents, particularly in learning activities, school security, administrative services, and communication between teachers and parents. Overall, the findings indicate that the majority of respondents reported being satisfied or very satisfied with the educational services provided by the school. Meanwhile, reported levels of dissatisfaction remained relatively low across nearly all service indicators.

High levels of satisfaction were particularly evident in core educational services, especially classroom teaching and learning, extracurricular activities, administrative services, school security, and teacher–parent communication. For these indicators, nearly all respondents provided positive evaluations, with only minimal proportions reporting dissatisfaction. Supporting services such as school facilities, cooperative services, and school cleanliness also received generally favorable evaluations, although a small proportion of respondents expressed lower levels of satisfaction. Among all the indicators measured, school catering services showed the greatest variation in satisfaction levels, with relatively higher proportions of respondents reporting lower satisfaction. Nevertheless, the majority of parents still expressed positive perceptions of this service.

Overall, the descriptive findings indicate that parental satisfaction with educational services at Muhammadiyah Palur Primary School is relatively high across nearly all measured indicators. These findings provide empirical insights into how parents, as key stakeholders, perceive the quality of educational services delivered by the school. The inferential analysis reinforced this pattern. Exact binomial tests showed that positive evaluations significantly exceeded the 50% benchmark for all ten service indicators (all $p < .001$). The lowest positive response rate was found for school catering services (88.3%, 95% CI [84.3%, 91.5%]), followed by the implementation of school flagship programs (90.0%, 95% CI [86.1%, 92.8%]). In contrast, school security recorded the highest positive response rate (98.4%, 95% CI [96.3%, 99.3%]). Thus, positive evaluations were supported by more

than a narrow majority, while catering services and flagship program implementation remained the clearest relative priorities for improvement.

4.2 Discussion

The high level of parental satisfaction with classroom teaching and learning suggests that the planning, implementation, and evaluation of instructional activities at the school have been conducted effectively. These findings indicate that the learning process is organized in a structured manner and capable of creating positive learning experiences for students, aligning with parental expectations regarding the quality of education provided by the school. Previous research has shown that perceptions of teaching quality, teacher competence, and classroom management are important factors influencing parental satisfaction and shaping their overall perception of school quality. Consequently, effective management of the teaching and learning process becomes a key element in shaping positive parental evaluations of educational service quality and institutional performance ([Alramamneh et al., 2024](#); [Kaya et al., 2025](#); [Savira et al., 2024](#)).

The implementation of the school's flagship program, namely the *Tahfidz* program, also received positive evaluations from most respondents, although satisfaction levels showed slightly greater variation compared with other service indicators. This variation suggests that while the program is generally appreciated by parents, its implementation may not yet fully accommodate the diverse learning needs and abilities of all students. Previous studies on educational program quality indicate that differences in stakeholder satisfaction often reflect gaps between program design and the actual needs of learners. Therefore, continuous program evaluation is essential to ensure that flagship programs are implemented effectively and provide equitable benefits to all students. From the perspective of educational quality assurance, systematic feedback mechanisms are necessary to ensure that such programs continue to evolve and contribute more substantially to overall school quality improvement ([Adiwibowo et al., 2024](#); [Bariroh et al., 2024](#)).

Extracurricular activities emerged as one of the service components receiving the highest levels of parental satisfaction. This finding highlights the perceived importance of extracurricular programs in supporting students' academic and non-academic development. Research on educational service quality consistently emphasizes that well-organized extracurricular activities can enhance student engagement, develop social and personal skills, and strengthen the institutional reputation of schools. This reinforces the role of extracurricular programs as an integral component of comprehensive educational service provision. Similarly, school facilities were generally perceived positively by respondents, although a small proportion of parents reported lower satisfaction levels. This suggests that the availability and quality of educational facilities remain crucial factors in determining the comfort and effectiveness of the learning environment. The relatively greater variation in satisfaction regarding school catering services also indicates that supporting services associated with individual preferences require more responsive and adaptive management to better meet stakeholder expectations ([Aini et al., 2025](#); [Nassar et al., 2024](#); [Raya & Bajracharya, 2023](#)).

Administrative services, school cooperative services, school security, cleanliness, and teacher–parent communication demonstrated consistently high levels of satisfaction. These findings reflect efficient and responsive school management practices in handling various supporting educational services. Effective administrative performance and transparent communication between schools and parents are essential for building trust and strengthening collaboration between educational institutions and families. Furthermore, a safe and clean school environment represents a fundamental prerequisite for effective teaching and learning processes. Empirical studies have shown that high-quality supporting services significantly influence parental satisfaction and shape their perceptions of overall school quality. Therefore, integrating service quality evaluation into school quality assurance systems represents an important step in promoting stakeholder-oriented school management ([Slamet & Saputra, 2024](#)).

Overall, the findings of this study support the initial assumption that educational service quality, as perceived by parents, plays a significant role in supporting school quality assurance mechanisms.

The predominance of high satisfaction levels across various service indicators suggests that educational service surveys can function as effective managerial tools for monitoring school service performance and guiding continuous quality improvement efforts. By systematically utilizing survey data, school leaders can maintain well-performing services while identifying specific areas that require improvement. This approach not only strengthens internal quality assurance practices but also promotes more responsive and stakeholder-oriented school management.

5. CONCLUSIONS

5.1 Conclusion

This study explored the use of educational service surveys as a mechanism for school quality control by examining parental satisfaction across multiple dimensions of educational services. The findings reveal that overall parental satisfaction with the school's educational services is relatively high, as indicated by the predominance of satisfied and very satisfied responses across most service indicators. This suggests that the services provided have largely met parental expectations, positioning parents as key stakeholders in evaluating educational quality. More specifically, core educational services including classroom teaching and learning processes as well as communication between teachers and parents were consistently evaluated positively. Supporting services, such as administrative services, school security, and cleanliness, were also perceived as satisfactory by the majority of respondents. However, variations in satisfaction were identified in certain areas, particularly in the implementation of flagship programs and school catering services. These findings indicate that educational service quality is dynamic and requires continuous monitoring and improvement to address evolving stakeholder needs.

From a practical perspective, school leadership should institutionalize the survey as part of the internal quality assurance cycle rather than treat it as a one-time satisfaction exercise. The results can be discussed in school management meetings, converted into measurable service-priority targets, assigned to responsible units, and reviewed in the next survey period. For Muhammadiyah Palur Primary School, school catering services and flagship program implementation should receive first-priority diagnosis and corrective action, while classroom teaching, administration, security, cleanliness, and teacher parent communication should be maintained through routine monitoring. A plan do check act process, surveying parents each semester or academic year, implementing improvements, checking follow-up indicators, and standardizing effective practices, would make parental feedback directly usable for leadership decisions and continuous quality improvement.

From a theoretical standpoint, the study contributes to the development of stakeholder-oriented quality management frameworks in educational administration. It reinforces the notion that school quality should be assessed not only through students' academic outcomes but also through the quality of services experienced by stakeholders. In doing so, the study extends the application of service quality evaluation within elementary education and highlights the importance of integrating management perspectives into educational quality assurance research.

5.2 Research Limitations

Despite its contributions, this study has several limitations that should be acknowledged. First, the findings are derived solely from parental perceptions, which are inherently subjective and may be influenced by individual expectations, experiences, and personal biases. As a result, the findings may not fully capture the perspectives of other important stakeholders within the educational ecosystem. Second, the use of closed-ended questionnaires combined with descriptive statistical analysis limits the depth of exploration regarding the underlying factors influencing stakeholder satisfaction. While this approach provides a general overview of satisfaction levels, it does not sufficiently explain the reasons behind variations in perceptions across different service dimensions. Third, the study was conducted within a single school context, which may constrain the generalizability of the findings. Differences in institutional characteristics, organizational culture, and resource availability across schools may lead to varying results if the study were replicated in other settings. Fourth, purposive sampling limits probability-based generalization. Consequently, the reported reference margin of error and

inferential tests should be interpreted cautiously and only as descriptions of the participating sample.

5.3 Suggestions and Directions for Future Research

Building upon these limitations, several directions for future research are recommended. First, future studies should involve a broader range of stakeholders, including students, teachers, and administrative staff, to develop a more comprehensive and balanced understanding of educational service quality. Incorporating multiple perspectives would enrich the analysis and provide a more holistic view of school performance. Second, adopting mixed-method approaches that integrate quantitative and qualitative data is strongly encouraged. Qualitative methods, such as interviews or focus group discussions, can provide deeper insights into the factors underlying stakeholder satisfaction and help explain patterns identified through quantitative analysis. Third, expanding the research context to include multiple schools with diverse characteristics such as public and private institutions, urban and rural settings, and varying levels of resources would enhance the generalizability and robustness of the findings. Comparative studies across different contexts may also reveal patterns and best practices in educational service management. Finally, future research may explore the relationship between educational service satisfaction and other indicators of school quality, including academic achievement, school climate, and organizational performance. Investigating these relationships would contribute to a more integrated understanding of school quality and strengthen both the empirical and theoretical foundations of educational service quality research.

ACKNOWLEDGEMENT

The author thanks the leadership of Muhammadiyah Palur Primary School and the participating parents or guardians for their support and contribution to the data-collection process.

AUTHOR CONTRIBUTIONS

NL contributed to the conceptualization, methodology design, literature review, development of the research framework, data collection, data analysis, interpretation of findings, and manuscript preparation. SN contributed to the validation of the research methodology, supervision, critical review, and refinement of the theoretical framework and manuscript content. AF contributed to the interpretation of results, review of the discussion section, academic improvement of the manuscript, and final revision. All authors have read and approved the final manuscript.

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