

Analysis of Parent Satisfaction Towards Early Childhood Education Services in Tirtajaya District

Rivo Panji Yudha¹, Nata Priatna²

¹ Magister Pendidikan Anak Usia Dini Universitas Panca Sakti Bekasi

² Dinas Pendidikan Pemuda Dan Olahraga Kabupaten Karawang

ABSTRACT

This research aims to analyze the satisfaction level of parents of students with the educational services provided by Early Childhood Education (PAUD) institutions in Tirtajaya District, Karawang Regency. The study focuses on several key aspects of educational services, including the quality of educators, facilities and infrastructure, management, content and process of education, and the level of achievement in children's development. A quantitative approach was employed, utilizing survey methods to collect numerical data from a large number of respondents using questionnaires. The survey method was chosen to describe quantitatively certain phenomena by presenting average scores, deviations, graphs, and to make predictions and estimates based on identified analyses and models. The research was conducted in PAUD institutions across Tirtajaya District, Karawang Regency, during the 2023/2024 academic year. The study's novelty lies in its exploration of parental satisfaction in the digital era and rapid technological development, integrating parents' expectations for technology use in early childhood education. The findings of this research are expected to provide valuable insights for PAUD institutions in improving their educational services and for policymakers to support the development of early childhood education in the region. The research also contributes to the academic literature by offering a new perspective on customer satisfaction in the context of early childhood education.

Keywords: Parental Satisfaction, PAUD Institution Services

Corresponding author

Name: as rivo panji yudha

Email: rivoyudha@yahoo.co.id

INTRODUCTION

Education is one of the aspects that determines the progress of a country, currently many people are aware of the importance of education. Education requires society to absorb intelligence and knowledge, thus allowing you to master the fields studied in accordance with educational goals. With the rapid development of science, the problems that occur among educational institutions are also increasing rapidly. Therefore, each educational institution needs to be able to identify the forms of competition it faces and determine the right service marketing strategy to improve the quality of teaching in each institution.

Overall, the field of early childhood education (PAUD) in Indonesia is growing rapidly. As the times develop and the advancement of science and technology, people begin to entrust the education and development of children to early childhood education institutions. However, there are also many problems in the development of PAUD. Results of the study (Rahimah, 2021; Saputri, 2013; Umiyati & Hartono, 2021) revealed several problems that occurred in Indonesian PAUD institutions, including: the lack of community needs for PAUD, lack of quality and quantity of PAUD teachers or tutors, lack of public interest or parental awareness. There is urgency regarding early childhood education, inadequate government policies regarding early childhood education, and low quality of early childhood education services such as lack of infrastructure, imbalance in teacher-student ratio, lack of funding, and low prices. Community involvement in the implementation of PAUD

There are other obstacles and problems faced by early childhood education institutions. According to the results of the analysis (Ningsih & Fahmi, 2022), the problems that exist in Indonesian PAUD institutions include: the unmet needs of the community for PAUD, the lack of quality and quantity of PAUD teachers or tutors, the lack of quality of PAUD, the lack of public interest or parents' awareness of the urgency of PAUD, and the inadequacy of government policies regarding PAUD. The same thing was also conveyed by (Sundari, 2018) found that from the results of research in Yogyakarta Province there are still several shortcomings and obstacles in the implementation of PAUD, such as: lack of infrastructure, imbalance in the teacher-student ratio, lack of funds and low community participation. in the implementation of PAUD.

Research by Qamari & Suryono (2017) shows that almost 100% of early childhood education institutions in Indonesia are managed by the private sector, with education costs borne by students' parents. This is because there is no government investment so that children who use PAUD services tend to come from high-income groups (Nurul Qamari & Joko Suryono, 2017). Given the importance of early childhood education to the quality of children's growth and development, the problems presented are quite worrying.

The quality of service of the PAUD institution is one of the keys to determining the sustainability of the institution. Therefore, it is very important for PAUD institutions to focus on the quality of education in their institutions so that they can produce quality children, which ultimately has an impact on customer satisfaction. In this case, the student and his parents.

As stated by Gol-Guven (2018), the quality of interaction between customers and organizations as service providers is the key to the survival of the organization. Staff who provide services in this area, including school leaders, faculty committees, and school administrators, play a critical role in achieving customer satisfaction, now students and parents (Gol-Guven, 2018). Therefore, the better the quality of service of PAUD institutions, the higher the satisfaction of students and parents.

Customer satisfaction is a very important factor in increasing customer trust and loyalty to the products or services provided. Meanwhile, parents of students are clients of educational institutions, including PAUD institutions. If parents of students are satisfied

with the educational services provided by PAUD institutions, then their trust and loyalty to PAUD institutions will increase. According to Andriani (Sutarto, 2015), there are several aspects that parents must pay attention to in choosing PAUD for their children. These aspects include: location, security, basic religious education, school discipline or regulations, teachers, classes (number of students and teacher-student ratio), language, school facilities, cleanliness and teaching methods. Therefore, education service providers (in this case, PAUD institutions) must pay attention to this aspect (Prianto, 2011).

The services that schools must provide to students are learning facilities that support student activities at school, such as facilities and infrastructure, curriculum, orderly school management and clear administrative services for students, teaching staff who are competent in their fields, materials, methods. and teaching media that are supportive and appropriate for students. The quality of service is supported by the safety of the school environment, time management, student-friendly organization and extracurricular activities (Radja et al., 2013).

Given the importance of early childhood education to the growth and development and quality of children's growth and development, the above problems are quite worrying. The quality of early childhood education institutions is one of the keys to determining the sustainability of the institution. The study Pradio (2017), using mothers as a research sample, found that the quality of tangible assets (including infrastructure and personnel), reliability (including teacher skills), and assurance (including certainty of teachers' attitudes and characteristics) have an effect on the quality of early childhood education institutions (Pradio et al., 2017). Based on the results of the study, the average results were obtained that the five dimensions supporting the quality of service of early childhood education institutions are still poor or even poor quality, it can be said that there are still many early childhood education institutions in Indonesia whose service quality is low. The quality is below average.

Parents' perception is a parent's reaction or opinion to the quality of educational institutions. Perception of the quality of PAUD institutions will greatly affect the motivation, trust, and satisfaction of parents in making decisions to enroll their children in PAUD institutions. In this modern era, most people have begun to realize the importance of providing quality education to their children from an early age. Especially after the government and related parties realize the importance of early childhood education for today's society.

The many needs and considerations of the community are often unbalanced with the institutional quality of early childhood education as well as the involvement of the community and the government. This is the background for various controversies that have arisen regarding the implementation of the PAUD system in various cities in Indonesia, including in Tirtajaya District, Karawang Regency, which is a Tirtajaya District, Karawang Regency, West Java Province, Indonesia. Tirtajaya District with an area of 35 square kilometers. The livelihood of the residents of Tirtajaya District is mostly self-employed and civil servants. The number of PAUD in Tirtajaya District has now begun to grow rapidly.

Various realities show that the quality of PAUD institutions is still below average, and it is possible that parents' satisfaction with the PAUD institution is still low. In addition, another phenomenon shows that almost most early childhood education institutions do not measure or study parental satisfaction with the quality of education in their educational institutions. This is a concern because understanding parents' satisfaction with the quality of early childhood education institutions is important to improve the quality of institutions. The measurement of parental satisfaction as education consumers can be used as an evaluation to improve the quality of early childhood education institutions. Therefore, it is important for PAUD institutions as early childhood education service providers to measure customer satisfaction (in this case, students' parents) so that PAUD institutions can evaluate the quality of education. The services provided by the institution, the institution can improve the quality of education in the future.

METHOD

This study uses a quantitative approach because the data obtained is numerical and processed by survey methods and then used and interpreted. The place used by the researcher is PAUD in Tirtajaya District, Karawang Regency. This research will be carried out in the 2023/2024 school year. The research population consisting of parents of students in Tirtajaya District, Karawang Regency, amounted to 1375 from the data of PAUD Tirtajaya District, Karawang Regency. The sampling technique in this study uses Proportionate Stratified Random Sampling. This technique allows researchers to take a proportional sample from each stratum (school), so that each school can be represented in the research sample. To determine the sample size, you can use the Slovin Formula. The result of the calculation was the number of samples, namely 310 parent respondents. The data collection technique in this study uses a questionnaire technique which is expected to provide more accurate and specific data, and can support the success of this research. This study uses a percentage descriptive statistical analysis. Descriptive statistics are statistics that are used to analyze data that has been collected by describing the data without intending to draw conclusions that apply to the general public (Sugiyono, 2015). The data presentation was analyzed using a quantitative method of descriptive percentages to indicate parental satisfaction.

To determine the level of Respondent Achievement, the formula is used, as follows:

Table 1: . Categories of Respondent Satisfaction Achievement

No	Achievement Presentation	Criteria
1	85% - 100%	Highly satisfied
2	66% - 84%	Satisfied
3	51% -65%	Quite satisfied
4	36% - 50%	Dissatisfied
5	0% - 35%	Very Dissatisfied

FINDING AND DISCUSSION

The data of this study was collected in the form of a questionnaire given to 310 parents of students and supported by document analysis techniques, but from the sample size only 300 parents of students filled out the questionnaire. Parents' satisfaction with educational services in PAUD institutions is described below.

Parents' satisfaction with educators was obtained through a questionnaire consisting of 8 statements. Parents' satisfaction with educators has two dimensions, namely the responsiveness dimension and the empathy dimension. The dimension of vigilance in this study is parents' satisfaction with the teacher's ability to guide their children. Meanwhile, the empathy dimension includes parents' satisfaction with teacher communication and parents' ability to respond to their children's actions and appearance. The results of the study showed that the satisfaction of parents of students with the educational services of PAUD institutions in Tirtajaya District, Karawang Regency was generally in the category of fair to good. This can be seen from the average score obtained from the questionnaire distributed to students' parents. The average score shows that there are several aspects that satisfy parents, but there are also aspects that still need improvement. Parents' satisfaction with educators is the highest in statement number 7, namely Behavior in interacting with an average score of 3.33 or 66.53% is in the good category. Meanwhile, parental satisfaction with educators has the lowest average score or the sufficient category, which is 3.03 or 60.53% in statement number 1 teachers' ability to guide children.

Parents' satisfaction with facilities, infrastructure and management was obtained through a questionnaire totaling 9 statements. Parents' satisfaction with facilities, infrastructure and management is measured from the real dimension (the appearance of service providers). This dimension consists of 3 indicators, namely 1) parental satisfaction with the availability of school facilities and infrastructure, 2) parental satisfaction with the availability of facilities to support the learning process, and 3) parental satisfaction with the management of school facilities and infrastructure. The results showed that statement number 13, namely, the suitability of play facilities with children's interests had the highest average score or was in the good category, namely 3.32 or 66.47% for parental satisfaction with facilities, infrastructure, and management. Meanwhile, parents' satisfaction with facilities, infrastructure, and management has the lowest average score or is in the sufficient category, namely 63.60 points on statement 10, namely whether the physical condition of the school building is good. In terms of parental satisfaction with facilities, infrastructure, and management, the results of the study show that parents are quite satisfied with the cleanliness of the school area, the physical condition of the school building, and the ease of access to school. However, there are several aspects that still need to be improved, such as the suitability of the classroom arrangement with the needs of children and the completeness of play and learning equipment. This shows that although the existing facilities and infrastructure have met the minimum standards, there is still a need for further adjustments that are more responsive to the learning needs of children.

Parents' satisfaction with the content, process, and assessment criteria was obtained through a questionnaire consisting of 4 statements. Parents' satisfaction with the content, process, and assessment criteria is seen along the reliability dimension. This dimension consists of three indicators, namely 1) parents' satisfaction with the implementation of the curriculum during the learning process; 2) parental satisfaction with the assessment of their child's learning outcomes; 3) Parents' satisfaction with extracurricular activities organized by the school. By disseminating to parents the results of the parent satisfaction survey on the content, process and assessment criteria. Parents' satisfaction with the content, process and assessment standards had the highest average score of 3.23 or 64.67% on statement number 19, which is how teachers assess their children's learning outcomes. Meanwhile, parental satisfaction with the content, process and assessment criteria had the lowest average score of 3.14 or 62.73% in statement number 21, namely the benefits of extracurricular activities on the development and growth of children. In terms of parental satisfaction with the content, process, and assessment standards, the results of the study showed that parents were quite satisfied with the way the school displayed the documentation of school activities, the way teachers assessed children's learning outcomes, and the suitability of the variety of extracurricular activities with the development and growth of children. However, there are several aspects that still need improvement, such as the benefits of extracurricular activities on children's development and growth. This shows that the curriculum and extracurricular activities provided have contributed to the child's learning experience, but there is still potential for further development that can increase the benefits for the child's overall development.

Parents' satisfaction with the level of developmental achievement was obtained through a questionnaire consisting of 5 statements. Parents' satisfaction with their level of development and achievement is seen from the dimension of guarantee. There is one indicator, namely parents' satisfaction with the development achieved by their children. Parents' satisfaction with the level of developmental achievement has the highest average score or is in the good category of 3.32 or 66.40% in statement 26, which is improving children's ability to adapt to friends, help friends and various things. Meanwhile, parental satisfaction with the standard level of developmental outcomes has the lowest average score or is in the sufficient category, namely 3.18 for Statement 22, which is the way schools meet children's nutritional needs (school catering services).

In terms of parental satisfaction with the content, process, and assessment standards, the results of the study showed that parents were quite satisfied with the way the school displayed the documentation of school activities, the way teachers assessed children's learning outcomes, and the suitability of the variety of extracurricular activities with the development and growth of children. However, there are several aspects that still need improvement, such as the benefits of extracurricular activities on children's development and growth. This shows that the curriculum and extracurricular activities provided have contributed to the child's learning experience, but there is still potential for further development that can increase the benefits for the child's overall development.

The results of this study are in line with several previous findings that show that parental satisfaction is greatly influenced by the quality of interaction between teachers and children, the availability of adequate facilities and infrastructure, as well as transparency and effective communication between educational institutions and parents. Previous research also emphasized the importance of collaboration between educational institutions, parents, and the government in improving the quality of education services.

For example, research conducted by (Alqa Annisa Ramadhani, 2018) shows that there is a significant relationship between the quality of educational services in early childhood education institutions and the satisfaction of students' parents. Aspects such as curriculum, teaching quality, school facilities, and communication with teachers are important factors that affect parental satisfaction. This is in line with the results of this study which shows that parents feel quite satisfied with the curriculum and extracurricular activities provided by early childhood education institutions, but there is still room for improvement in communication and teaching quality.

A study conducted by (Widyowati Eka, 2020) revealed that one of the main factors that affect parental satisfaction with early childhood education services is parental involvement in the child's learning process. Parents who are actively involved in school activities tend to feel more satisfied with the services provided. This study also emphasizes the importance of parental involvement, which is manifested in effective communication between early childhood education institutions and students' parents.

Research conducted by (Baiti, 2020) found that a conducive, safe, and fun learning environment is one of the important aspects that affect parental satisfaction with early childhood education services. A good learning environment can support children's development optimally. The results of this study show that parents are quite satisfied with the school environment, but there is still a need to improve facilities and infrastructure that are more conducive to children's learning.

Research conducted by (Daulay, 2018) shows that innovative child development programs that are in accordance with children's needs are an important factor in increasing parental satisfaction with early childhood education services. An exciting and varied development program can support a child's growth and development holistically. The results of this study show that parents are quite satisfied with the variety of extracurricular activities provided by PAUD institutions, but there is still a need to increase the benefits of these activities for children's development.

Overall, this study provides an important overview of the level of parental satisfaction with the educational services provided by early childhood education institutions in Tirtajaya District, Karawang Regency. The findings can be used as a basis for strategic planning and more effective program development in improving the quality of early childhood education in the region.

In addition, this study also shows that parental satisfaction is greatly influenced by various factors, including the quality of interaction between teachers and children, the availability of adequate facilities and infrastructure, and transparency and effective communication between educational institutions and parents. Therefore, to increase

parental satisfaction, a holistic approach is needed that considers all of these aspects simultaneously.

Overall, this study provides an important overview of the level of parental satisfaction with the educational services provided by early childhood education institutions in Tirtajaya District, Karawang Regency. The findings can be used as a basis for strategic planning and more effective program development in improving the quality of early childhood education in the region.

CONCLUSION

Research shows that parents of students have a sufficient level of satisfaction with educator services in Tirtajaya District. They are satisfied with the qualifications and competencies of teachers, including teachers' ability to handle children and set a good example. However, there are aspects of communication between teachers and parents that still need to be improved, especially in providing information about children's development.

The results of the study show that parents of students have a sufficient level of satisfaction with the facilities and infrastructure provided by early childhood education institutions. They were satisfied with the arrangement of the classrooms and play facilities provided. However, there is a need for improvements and improvements in facilities and infrastructure that are more in line with the needs of children.

Parents of students show satisfaction with the content, process, and assessment provided by the PAUD institution. They are satisfied with the curriculum and teaching methods that are innovative and in accordance with the child's development. However, there are aspects such as documentation of school activities that still need improvement to increase transparency and communication with parents.

Parents of students are satisfied with the level of achievement of child development shown by the PAUD institution. They are satisfied with the child's ability to adapt to friends, help friends, and share. However, there are aspects of monitoring children's health and physical growth that still need more attention from educational institutions.

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