

The Impact of Educational Service Quality on Students' Parents' Decisions in Choosing a School at Khalimul Khasan Elementary School, Banjarnegara District

Hana Pratiwi Burhan

Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: hanapratiwiburhan@gmail.com

Abstract. *The increasing competition among educational institutions requires schools to continuously improve the quality of their educational services in order to meet the expectations of parents and society. In the context of primary education, parents play a crucial role in determining the school that best suits their children's educational needs. One of the factors influencing this decision is educational service quality. SD Khalimul Khasan, located in Banjarnegara Regency, has experienced growth in student enrollment in recent years, making it an interesting case for examining the factors that influence parents' school selection decisions. This study aims to analyze the effect of educational service quality on parent satisfaction, the effect of parent satisfaction on school choice decisions, and the direct effect of educational service quality on parents' decisions to choose SD Khalimul Khasan Banjarnegara. The study employs educational service quality as the independent variable, parent satisfaction as the intervening variable, and school choice decision as the dependent variable. A quantitative research approach was employed using a survey method. The population consisted of parents of students enrolled at SD Khalimul Khasan Banjarnegara. Data were collected through questionnaires distributed to selected respondents using purposive sampling techniques. The collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the relationships among the research variables. The descriptive analysis indicates that parents generally perceive the educational service quality of SD Khalimul Khasan as good. The highest scores were found in indicators related to supporting facilities, school infrastructure, and learning facilities. Regarding parent satisfaction, most respondents expressed satisfaction with the quality of education, school facilities, and their overall experience of enrolling their children at the school. For the school choice decision variable, the majority of parents considered selecting SD Khalimul Khasan as the right decision and were willing to recommend the school to others. The hypothesis testing results reveal that educational service quality has a positive and significant effect on parent satisfaction. This finding suggests that improvements in educational services, including teaching quality, teacher competence, learning facilities, school environment, and administrative services, contribute significantly to increasing parent satisfaction. Furthermore, parent satisfaction has a positive and*

significant effect on school choice decisions. Parents who are satisfied with the services provided by the school tend to have stronger confidence in their decision to choose, continue supporting, and recommend the school to other prospective parents. The study also finds that educational service quality has a direct positive and significant effect on parents' decisions to choose a school. This result indicates that parents' perception of educational service quality serves as an important consideration in the decision-making process. Nevertheless, school choice decisions are not solely influenced by educational service quality but may also be influenced by other factors such as tuition fees, school reputation, location, religious values, academic achievements, and the surrounding social environment.

Keywords: Educational Service Quality; Parent Satisfaction; PLS-SEM; Primary Education; School Choice Decision.

1. Introduction

Elementary education is one of the most important phases of formal education because it lays the foundation for developing a child's character, knowledge, and skills. At this stage, schools serve not only as a place to transfer knowledge but also as an environment for shaping values and attitudes (Prabowo & Hafid, 2024; Nurfirdaus & Sutisna, 2021). Therefore, parents play a strategic role in determining the right elementary school for their children. When choosing a school, parents typically consider a number of indicators considered to reflect educational quality. According to Oktaviana (2024), analysis results indicate a positive and significant relationship between teacher competence and student academic achievement. Teachers with strong pedagogical and professional competencies tend to produce students with higher academic achievement. In addition to quality, school facilities are also important because complete facilities can support the effectiveness of the teaching and learning process (Suryosubroto, 2009). Research by Norhikmah et al. (2025) found that the quality of school services (physical facilities, teacher quality, curriculum, environmental comfort, communication with parents) significantly influences the decision to choose an elementary school. The better the school services provided, the more likely parents are to choose that school for their children.

On the other hand, education costs are also a crucial consideration. According to Putra (2022), affordable education costs commensurate with the services provided by the school will influence parental trust. If the costs are not in line with a family's financial capabilities, this can be a barrier to choosing a school, even if the school is of good quality. Parents prefer private schools due to their quality of service, achievement, and image, despite higher fees than public schools. Parental preference is determined not only by cost but also by the quality of education, facilities, and added value (e.g., character or religious education) offered by private schools (Perwita & Widuri, 2023). The curriculum has a positive and significant influence on parents' school choice decisions, with a religion-based curriculum combined with an international curriculum being a key attraction. Furthermore, adequate facilities, such as modern classrooms, laboratories, prayer rooms, and technological support, contribute to parents' interest in enrolling their children. Although education costs are relatively high, this factor is acceptable when compared to the quality of services provided by the school. Furthermore, brand activation strategies have been shown to moderate this relationship, with promotions, branding activities, and the school's image strengthening parents' decision to choose a school despite the high costs (Hidayat & Margono, 2023).

Khalimul Khasan Elementary School in Banjarnegara Regency is a well-known educational institution in the local community. With diverse socioeconomic backgrounds, the dynamics of elementary school selection in this area demonstrate a variety of indicators used by parents. Therefore, an analysis of the indicators parents use in choosing Khalimul Khasan Elementary School, particularly regarding educational quality, facilities, and cost, is essential to provide a comprehensive overview of the dominant factors influencing their decision. The National Education Standards (SNP) are the minimum criteria for the education system throughout Indonesia, regulated in Government Regulation (PP) Number 57 of 2021 as amended by PP Number 4 of 2022. The SNP includes eight standards covering the dimensions of input, process, and output of education, namely Graduate Competency Standards, Content Standards, Process Standards, Education Assessment Standards, Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards.

In the context of this research, SNP is translated as educational service quality, emphasizing the quality of educational services provided by schools to students and parents. The existence of SNP not only aims to maintain the quality of learning but also provides a sense of security for parents as those who entrust their children's education. This sense of security is then manifested in the form of parental satisfaction as school consumers (customer satisfaction). Based on this, parental satisfaction will be a crucial factor in determining the choice of schools with the best educational standards as an alternative for educating their children. Research on e-service quality has been extensively conducted in business sectors such as banking and online commerce, but studies specifically highlighting the role of e-service quality in the context of higher education are still limited. In the digital era, especially following the COVID-19 pandemic, online meeting platforms such as Zoom and Google Meet have become an essential part of learning activities. However, previous research has focused more on the relationship between e-service quality and user satisfaction and loyalty, while its relationship with willingness to pay has been underexplored. Furthermore, the mechanisms by which perceived value and satisfaction mediate this relationship have not been fully elucidated. The study by Demir et al. (2021) fills this gap by examining the influence of e-service quality on perceived value, satisfaction, and willingness to pay in the context of higher education in developing countries, providing a novel empirical contribution to the literature on digital service management in education.

2. Research Methods

The type of research used is quantitative research, because it focuses on measuring the influence between variables by involving numerical data and statistical analysis. This study uses field research and a qualitative research approach. The research approach used is a qualitative descriptive method. This method can be interpreted as a problem-solving procedure investigated by describing the current state of the research object based on facts or what is. The descriptive method focuses on finding facts as they actually are. Therefore,

this study uses a descriptive method. Therefore, this type of research understands the qualitative approach because through this approach it is more appropriate to identify educational innovations in accordance with the expectations of students' parents in Khalimul Khasan Elementary School, Banjarnegara Regency.

3. Results and Discussion

In an era of increasingly fierce competition among educational institutions, the quality of educational services is a crucial factor in determining a school's success in attracting and retaining students. Parents not only consider academic aspects but also the quality of facilities, teacher competence, the learning environment, school communication, and various other supporting services. Therefore, an analysis of the quality of educational services, parental satisfaction, and school selection decisions is crucial to determine the extent to which Khalimul Khasan Elementary School is able to meet the expectations and needs of the community as users of educational services. The discussion of the results of this study is based on descriptive and inferential analysis using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method.

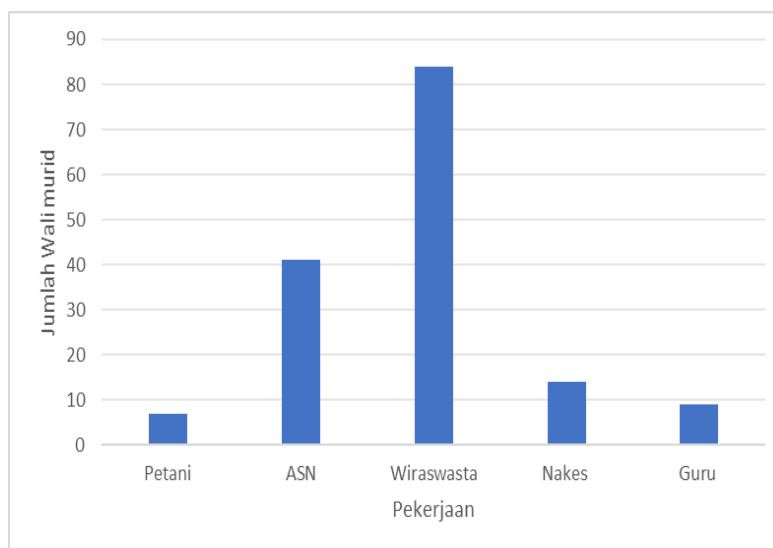


Figure Work of the teacher at Khalimul Khasan Elementary School

Respondent characteristics based on occupation show that parents of Khalimul Khasan Elementary School students in Banjarnegara Regency come from various professional backgrounds, namely Farmers, Civil Servants (ASN), Entrepreneurs, Health Workers (nakes), and Teachers. Based on research data, the largest group of respondents came from the self-employed, with 84 people, followed by ASN with 41 people, health workers with 14 people, teachers with 9 people, and farmers with 7 people.

The predominance of self-employed respondents indicates that Khalimul Khasan Elementary School has a strong appeal to families with independent economic activities. The self-employed group generally makes fairly rational decisions when choosing a school, particularly regarding the quality of educational services, the value of the benefits to their children, and the suitability of the cost for the quality of services provided. This indicates that the quality of educational services is a key factor parents consider when choosing a school.

The large number of respondents from civil servant (ASN) backgrounds also indicates that schools enjoy the trust of families with formal employment backgrounds. According to research by Burić and Kim (2024), parents with stable employment tend to place greater importance on academic quality, teacher competence, and the learning environment when choosing a school for their children. School selection decisions are based not only on cost but also on perceptions of the quality of educational services and the child's future development prospects.

The presence of respondents from healthcare professionals and teachers indicates that the school is also trusted by professional groups with a relatively high level of understanding of education and child development. This finding can be interpreted as an indication that the educational services provided by Khalimul Khasan Elementary School are deemed capable of meeting the expectations of parents with more in-depth knowledge of educational quality. According to the OECD (2024), parents with higher educational and professional backgrounds generally have higher standards for school quality, including the quality of teaching, the safety of the learning environment, and communication between the school and the family.

Meanwhile, although the number of respondents working as farmers is relatively small, the presence of this group demonstrates that Khalimul Khasan Elementary School is able to reach various socioeconomic strata of society. This is important because access to quality education should be accessible to all groups in society, regardless of occupation or family economic status.

Overall, the distribution of respondents' occupations indicates that Khalimul Khasan Elementary School enjoys the trust of a diverse group of professionals with diverse socioeconomic backgrounds. This diversity of occupational backgrounds suggests that parents' decisions in choosing a school are influenced not only by occupational factors, but also by perceptions of the quality of educational services, satisfaction with school services, and the belief that the school is capable of optimally supporting their children's academic and character development.

Table Educational Service Quality Variables

NO.	QUALITY OF EDUCATION (Educational Service Quality)	Percentage of Respondents' Answers
1	The learning environment at Khalimul Khasan Elementary School is comfortable and safe	3.69
2	Teachers have good competence in teaching	3.06
3	Teachers pay attention to children's development	2.89
4	The curriculum is implemented according to the child's needs	3.16
5	Learning methods are easy for children to understand	3.19
6	The school supports students' academic and non-academic achievements.	3.38
7	The school's accreditation status increases my confidence.	3.52
8	My child is experiencing good academic and character development.	3.28
9	Learning facilities (classrooms, libraries, learning media) are adequate	3.77
10	School supporting facilities are in good condition	3.82
11	School infrastructure supports teaching and learning activities	3.79
12	The amount of tuition fees is in accordance with the quality of education provided.	3.04
13	Additional school fees are still within reasonable limits	3.10
14	The cost of education at this school is affordable for me.	3.20

15	The distance from the school makes it easier for me to take my child to school.	3.48
16	Access to the school is easy to reach	3.53
17	Khalimul Khasan Elementary School has a good reputation in the community	3.42
18	The school communicates well with parents	2.97
19	Schools involve parents in school activities	3.28
20	Religious values are the main advantage of this school	3.20
21	The school's flagship program is beneficial for children	3.28
22	Additional school services support child development	3.33
23	I am satisfied with the quality of education at this school	3.36
24	I am satisfied with the school's facilities and supporting infrastructure.	3.42
25	I am satisfied with the school's communication and services.	2.95
26	Overall, I am satisfied with sending my children to Khalimul Khasan Elementary School	3.56
27	I chose this school because of the quality of its educational services.	3.34
28	I believe choosing Khalimul Khasan Elementary School was the best decision	3.51
29	I intend to keep my children in school here	3.24
30	I am willing to recommend this school to others.	3.24

Based on the results of the descriptive analysis, parents' perceptions of the quality of educational services at Khalimul Khasan Elementary School in Banjarnegara Regency

showed a positive trend. This is evident from the majority of indicators that obtained an average score above 3.00. The indicators with the highest scores were that the school's supporting facilities were in good condition (3.82), the school's infrastructure supported teaching and learning activities (3.79), and adequate learning facilities (3.77). These findings indicate that the aspect of facilities and infrastructure is one of the main advantages perceived by parents in assessing the quality of school educational services.

These results align with research by Teeroovengadum et al. (2023), which states that tangibles, or physical evidence, are a crucial component of educational service quality because they can shape customers' positive perceptions of the quality of educational institutions. The availability of adequate learning facilities not only improves learning effectiveness but also increases parental confidence in the school's ability to provide quality educational services.

Furthermore, the indicator of a comfortable and safe learning environment scored an average of 3.69, while the school's accreditation status increased my trust, scoring 3.52. These findings indicate that a safe learning environment and quality recognition through accreditation are important factors influencing parents' perceptions of school quality. According to Chandra et al. (2022), an educational institution's reputation and a conducive learning environment are factors that significantly contribute to perceived service quality and customer trust in educational institutions.

However, several indicators scored relatively lower than the others. The indicator showing teachers' attention to child development scored an average of 2.89, making it the lowest indicator for the quality of educational services. Furthermore, the indicator showing schools' effective communication with parents scored 2.97. These results indicate that the school's communication and personal attention to students still need improvement. According to Ali et al. (2021), empathy and responsiveness are crucial elements of educational service quality because they reflect the school's concern for student needs and parents' expectations. The better the communication and attention provided by the school, the higher the perceived quality of service.

In the parent satisfaction variable, the overall indicator that parents are satisfied with sending their children to school at Khalimul Khasan Elementary School received the highest average score of 3.56. Meanwhile, the indicator that I am satisfied with the school's supporting facilities and facilities received a score of 3.42 and the indicator that I am satisfied with the quality of education at this school received a score of 3.36. These findings show that in general parents are satisfied with the educational services provided by the school, especially with regard to the aspects of facilities and quality of education.

These results support research by Foroudi et al. (2023), which explains that customer satisfaction in the education services sector is formed when the service received meets or

exceeds customer expectations. In the context of primary education, parental satisfaction reflects their assessment of the quality of learning, school facilities, administrative services, and their children's academic and character development.

However, the indicator of parents' satisfaction with school communication and services received the lowest average score of 2.95. This finding indicates that communication between schools and parents remains an aspect that requires special attention. Research by Mainardes et al. (2024) found that effective communication between schools and parents plays a crucial role in increasing customer satisfaction, trust, and loyalty towards educational institutions.

For the school choice decision variable, the indicator "I believe choosing Khalimul Khasan Elementary School is the best decision" received the highest average score of 3.51. Furthermore, the indicator "I chose this school because of the quality of its educational services" received an average score of 3.34. These findings indicate that the quality of educational services is one of the primary reasons underlying parents' decision to choose Khalimul Khasan Elementary School as their child's educational institution.

These results align with research by Sultan and Wong (2024), which states that perceptions of educational service quality significantly influence customer decisions in selecting an educational institution. The higher the perceived service quality, the more likely customers are to choose and maintain a relationship with that educational institution.

Furthermore, the indicators for parents' intention to keep their children at the school and parents' willingness to recommend the school to others each scored an average of 3.24. This score indicates that parental loyalty to the school is already in the good category, although it can still be improved through improvements in communication, service, and parental involvement in various school programs.

Overall, the research results show that parents have a good perception of the quality of educational services at Khalimul Khasan Elementary School, and are satisfied with the services provided, and have positive beliefs in choosing the school. However, aspects of school communication with parents, teacher attention to student development, and personalized service still need to be improved to optimize parent satisfaction and loyalty.

3.1. The quality of educational services influences parental satisfaction in choosing elementary schools at Khalimul Khasan Elementary School, Banjarnegara Regency

Based on the results of the path coefficient test, the effect coefficient is 0.489 with a t-statistic of 7.823 and a p-value of 0.000, thus the hypothesis that the quality of educational services influences parental satisfaction is accepted. This coefficient value indicates that the better the quality of educational services provided by the school, the higher the level of

satisfaction felt by parents. This finding is also supported by the effect size (f^2) value of 0.314, which indicates that the quality of educational services has a moderate to strong effect on parental satisfaction.

The results of this study align with the theory of service quality, which states that customer satisfaction is achieved when the service received meets or even exceeds customer expectations. In the context of education, parents, as the primary customers of schools, will be satisfied if the school is able to provide quality academic and non-academic services, supported by competent teachers, adequate facilities, effective communication, and a safe and comfortable learning environment. According to Ali et al. (2021), the quality of educational services is a key factor influencing parental satisfaction and their perception of school quality. When schools are able to provide responsive, reliable, and student-oriented services, parental satisfaction levels will increase significantly.

Other research also supports the findings of a study conducted by Sultan and Wong (2023) in the journal *Studies in Educational Evaluation*, which found that the quality of educational services has a positive influence on the satisfaction of educational stakeholders, particularly parents. The study explained that service quality dimensions such as reliability, assurance, empathy, responsiveness, and tangibles play a significant role in shaping parents' positive perceptions of schools. Parents tend to feel satisfied if schools consistently guarantee educational quality and demonstrate concern for students' academic and character development.

The results of this study are consistent with research conducted by Teeroovengadum et al. (2023) in the *International Journal of Educational Management*, which showed that the quality of educational services is a key predictor of customer satisfaction in the education sector. This study confirms that improving the quality of educational services not only impacts satisfaction but also increases parental loyalty and their tendency to recommend the school to the wider community. In other words, parental satisfaction is a key indicator of the success of educational service quality management.

The R-Square value for parental satisfaction of 0.239 indicates that the quality of educational services can explain 23.9% of the variation in parental satisfaction, while the remaining 76.1% is influenced by other factors outside the research model. Nevertheless, the significant influence indicates that the quality of educational services remains one of the dominant factors determining the level of parental satisfaction in choosing an elementary school. Other factors that may also influence parental satisfaction include school image, education costs, student academic achievement, proximity to the school, religious values, and communication between the school and the family.

Efforts to improve the quality of educational services need to be continuously implemented as a strategy to increase parental satisfaction. Schools can strengthen service quality by

enhancing teacher competency, providing better learning facilities, providing transparency in academic information, improving administrative services, and strengthening communication with parents. As service quality improves, parental satisfaction will also increase, strengthening public trust in the school and increasing parental interest in choosing Khalimul Khasan Elementary School as an educational institution for their children.

3.2. The Influence of Parental Satisfaction on Parental Decisions in Choosing a School at Khalimul Khasan Elementary School, Banjarnegara Regency

The test results show a path coefficient of 0.201, a t-statistic of 2.302, and a p-value of 0.021. Since the t-statistic is greater than 1.96 and the p-value is less than 0.05, it can be concluded that parental satisfaction has a positive and significant effect on parents' decisions in choosing a school. This means that the higher the level of satisfaction felt by parents with the educational services provided by the school, the stronger their decision to choose and maintain that school as a place for their child's education.

Parental satisfaction is not only the end result of the quality of educational services but also serves as a driving factor in decision-making behavior. Consumer behavior suggests that customers who are satisfied with a service will demonstrate a greater tendency to make repeat purchases, provide recommendations to others, and maintain long-term relationships with the service provider. In the context of education, the decision to choose a school can be viewed as a form of purchasing educational services, so the level of parental satisfaction is an important factor in determining school choice.

The results of this study align with the findings of Foroudi et al. (2022), who stated that customer satisfaction directly influences repurchase intentions and loyalty to service providers. This study indicates that satisfied customers have greater confidence in the quality of the service they receive, thus strengthening their decision to continue using the service. In educational settings, parental satisfaction with the learning process, teacher quality, school facilities, and administrative services will increase their confidence that the school is optimally meeting their children's educational needs.

Another study supporting the findings is Mainardes, Alves, and Raposo (2023) in the International Journal of Educational Management, which found that parental satisfaction is a key determinant in the decision to choose and recommend a school. Parents who have a positive experience with a school's services tend to reduce their search for alternative schools because they have received concrete evidence of the quality of education provided. Thus, satisfaction forms the basis for building trust, which then influences school selection decisions.

Research by Teeroovengadum et al. (2023) explains that educational stakeholder satisfaction acts as a psychological factor that strengthens loyalty and continued decisions

toward educational institutions. Satisfied parents not only retain their children at a school but are also more likely to recommend the school to their families and the surrounding community. This is particularly important for private schools like Khalimul Khasan Elementary School, as parental decisions are often influenced by experiences and recommendations from other parents.

The results of the study indicate that parental satisfaction contributes to the decision to choose a school relatively little. This is evident from the effect size (f^2) of 0.036, which is considered small according to Cohen's criteria. This finding indicates that although parental satisfaction has a significant influence, other factors also influence school choice decisions. These factors include educational costs, school location, institutional reputation, religious programs, academic achievement, learning facilities, school safety, and social influences from family and community.

The R-square value of 0.139 for the school choice decision variable indicates that the research model can only explain 13.9% of the variation in parents' school choice decisions, while the remaining 86.1% is influenced by factors outside the research model. This strengthens the argument that the decision to choose a school is a complex process and involves various rational and emotional considerations from parents.

In the context of Khalimul Khasan Elementary School in Banjarnegara Regency, the results of this study imply that increasing parental satisfaction needs to be a priority in school management strategies. Satisfaction can be enhanced through quality educational services, intensive communication between the school and parents, transparency of academic information, and improvements to facilities and a learning environment that support student development. When parents are satisfied with all aspects of school services, they will be more confident in their decision to choose Khalimul Khasan Elementary School as the educational institution for their children. Thus, parental satisfaction not only serves as an indicator of the success of educational services but also serves as a strategic factor that can increase the school's competitiveness in attracting and retaining students.

3.3. The Influence of Educational Service Quality on Parents' Decisions in Choosing Schools at Khalimul Khasan Elementary School, Banjarnegara Regency

Hypothesis testing shows a path coefficient of 0.231, a t-statistic of 2.505, and a p-value of 0.012. Since the t-statistic is greater than 1.96 and the p-value is less than 0.05, the hypothesis that the quality of educational services influences parents' decisions in choosing a school can be accepted. This suggests that the better the quality of educational services provided by a school, the greater the tendency of parents to choose Khalimul Khasan Elementary School as an educational institution for their children.

The results of this study indicate that parents' decisions in choosing a school are not solely based on academic aspects, but are also influenced by the quality of service they perceive during interactions with the school. The quality of educational services encompasses various aspects, such as teacher competence, the quality of the learning process, the availability of facilities and infrastructure, administrative services, school-parent communication, and the school's ability to meet students' needs and expectations. When parents assess that a school is capable of providing quality educational services, this positive perception will encourage their decision to choose that school.

This finding aligns with research by Sultan and Wong (2024), which states that the quality of educational services is a key factor influencing educational institution selection behavior. The study explains that perceptions of service quality directly influence customer decisions in selecting an educational institution because high-quality service creates confidence that the institution is capable of delivering the benefits customers expect. Therefore, the higher parents' perceptions of a school's service quality, the more likely they are to choose that school for their child's education.

The results of this study also support the findings of Ali et al. (2021) published in the International Journal of Educational Management. The study showed that the quality of educational services significantly influences customer decisions in using educational services. According to Ali et al. (2021), service quality dimensions such as reliability, responsiveness, assurance, empathy, and tangibles contribute to shaping perceived value, which ultimately influences customer decisions. In the context of Khalimul Khasan Elementary School, good service quality will increase parents' confidence in the school's ability to provide a quality education for their children.

Furthermore, the results of this study are consistent with those of Teeroovengadum et al. (2023), who found that educational service quality has a positive relationship with behavioral intentions and customer decisions in the education sector. The study explains that when customers experience satisfying and high-quality service, they tend to make decisions that benefit the institution, including choosing, retaining, and recommending the institution to others. Thus, service quality is a strategic tool that schools can use to increase their appeal to the public.

Although the influence of educational service quality on parental decisions was proven to be significant, the results of the study indicate that the magnitude of this influence is still relatively small. This is evident from the effect size (f^2) value of 0.047, which is categorized as small according to Cohen's criteria. This finding indicates that parents' decision to choose a school is complex and is not solely influenced by the quality of educational services. Other factors such as tuition fees, school location, institutional reputation, religious values, student academic achievement, curriculum, school environment, and recommendations from family and community also have the potential to influence this decision.

The R-Square value of 0.139 for the parental decision variable in choosing a school indicates that the research model is only able to explain 13.9% of the variation in school choice decisions, while the remaining 86.1% is explained by other factors outside the research model. This indicates that although the quality of educational services is an important factor, schools need to pay attention to other factors that parents consider in determining educational choices for their children.

In the context of Khalimul Khasan Elementary School in Banjarnegara Regency, the results of this study provide practical implications: improving the quality of educational services should be a primary strategy for attracting parents. Schools can improve service quality through teacher competency development, enhancing the learning process, providing adequate facilities, enhancing responsive administrative services, and strengthening communication and partnerships with parents. These efforts will foster a positive perception of the school, ultimately encouraging parents to choose Khalimul Khasan Elementary School as the trusted institution for their children's education.

4. Conclusion

Based on the discussion, the following conclusions can be drawn:

1. The quality of educational services has a positive and significant impact on parental satisfaction at Khalimul Khasan Elementary School in Banjarnegara Regency. The results show that the better the quality of educational services provided by the school, the higher the level of parental satisfaction.
2. Parental satisfaction has a positive and significant influence on parents' decisions in choosing a school at Khalimul Khasan Elementary School, Banjarnegara Regency. Parents who are satisfied with the services provided by the school tend to have higher confidence in choosing and retaining the school as a place for their child's education.
3. The quality of educational services has a positive and significant influence on parents' decisions in choosing a school at Khalimul Khasan Elementary School, Banjarnegara Regency. The better the quality of services provided by the school, the greater the tendency of parents to choose Khalimul Khasan Elementary School as an educational institution for their children.

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