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MANAGING PARENT SATISFACTION OF PUBLIC ELEMENTARY SCHOOL ON EFFECT OF EXPECTATION AND PERCEIVED VALUE

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Abstract – Usually there is no attention with regards to student's or parent's satisfaction especially for public schools. The aim of this study is to examine how parents' satisfaction levels are influenced by their expectations and perception values, so that it can improve the quality of education through improving students or parent's satisfaction. Research was conducted in Depok Baru 2 Public Elementary School, Depok City, Indonesia. The method of analysis uses Partial Least Squares Structural Equation Modelling (PLS-SEM). 60 data out of 72 was collected from 6th grade parents. Finding of this study showed, path coefficient of customer expectations to customer perceived value was 0.626; meanwhile path coefficient of customer expectations to customer satisfaction was -0.066; and the path coefficient of customer perceived value to customer satisfaction was 0.877. Finally, the path coefficient of customer expectation to customer satisfaction through customer value was 0.549. This proves that the existence of variable mediation of customer perceived value successfully mediated customer expectations toward customer satisfaction.

Keywords: Customer satisfaction, customer expectations, customer perceived value, Public Elementary School.

1. INTRODUCTION

Primary school is an important part of children's education. The quality of education in public and private elementary schools must continue to grow and develop in order to produce graduates who are ready to continue their education to the next level. Research on customer satisfaction with children's schools within an educational institution has become an important topic to research in various countries (Tukiran, Pattyranie Tan, and Sunaryo 2021; Mukherjee and Dutta 2021; Hung Lau, Jian-Bin Li, and Kerry Lee 2021; Mossi, Ingusti, Tonti, and Salvatore 2019; Thompson and Galindo 2016; Gibbons and Silva 2009). Because the quality of education output in the school is certainly related to the quality of services and the education-teaching system that applies in the school.

Research on student parental satisfaction with school performance by Gibbons and Silva (2009) aims to find out the extent to which parental satisfaction levels are measured by parents' assessment of their child's school quality, and their happiness, as well as young people's satisfaction with their learning environment which affects overall academic performance as measured using Longitudinal Study of Young People in England (LSYPE) data. The results showed parents' level of satisfaction with their children's schooling was influenced by different factors, such as poverty factors and parental education levels. Gibbons and Silva (2009) found that parental education and their level of satisfaction with school were highly negatively correlated; the higher the level of education of parents, the satisfaction with their

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child's schooling decreases. Parental satisfaction is related to their background and their own expectations about the school, as well as the interactions they have with the school and teachers.

While research by Thompson and Galindo (2016) examined the role of school relationships with families, namely how parents are satisfied, and their association with educational achievement. The results of the multivariate analysis showed that a positive school-family relationship was a predictor of achievement, this association mediated by the level of parental satisfaction with their child's school. It concluded that the combination of strong school-family relationships and high levels of school satisfaction provided a boost to young people's academic success. Therefore, school policies and practices that improve relationships with families and increase parental satisfaction levels can have a good impact on young people's learning achievements. Next the research by Mossi, Ingusti, Tonti, and Salvatore (2019) build model QUASUS (**QU**estionnaire for the **A**nalysis of the **S**chool **U**ser's **S**atisfaction) as a general approach that aims to build models and measure customer satisfaction in the context of services. The results of this study showed that satisfaction in general should be considered a feeling of overarching influence, which signifies the experience of a relationship with the school as a whole. This research proved that satisfaction with the school's capacity to engage parents in the design and supply of school activities helps foster a global relationship between parents and schools, which affects overall satisfaction. From this perspective, satisfaction is average, not the purpose of analysis. In other words, satisfaction analysis should not be understood as an operation aimed at collecting objective assessments on school activities, but as an index to be interpreted further to better understand the dynamics of the relationship between the school and the user.

From Hung Lau, Jian-Bin Li, and Kerry Lee research (2021), in this study explored the moderating effect of child competence in independent learning in relations between the amount of learning assignment, length of online learning, and parent satisfaction with children's online learning during COVID-19 imposed class suspension. Respondents were parents of students in elementary school grades 1–6. The study findings are that there is a positive relationship found only among children who are considered more competent in engaging in online learning independently. The findings also show that in designing online learning, consideration of a child's ability to complete the learning independently will help improve parental satisfaction. Children's competence in completing online learning independently is expected to be positively related to parental satisfaction. Because children's abilities will affect parental satisfaction levels, it is also hypothesized that children's competence in completing online learning independently will moderate the relationship between the number of learning tasks, the length of online learning, and parental satisfaction. And from Mukherjee and Dutta research (2021), measuring parental satisfaction by using several learning models such as Support Vector Machines (SVM), k-Nearest Neighbours (KNN), Decision Tree classifiers, and Multi-layer Perceptron classifiers (MLP) built to predict parental satisfaction levels. In the process of EDM (Educational Data Mining), indicates that the parents are also one stakeholder whose existence and intervention is necessary. This research has identified SVM as the best predictor. The highest predictive efficiency has an accuracy score of 92%, an MCC score of 0.8 and MSE of 0.08 achieved by a smart model. Early predictions will help parents to make more effort and concentration to push their children towards their success rates.

Furthermore, Tukiran et al. (2021) research shows that customer expectations and customer perceived quality mediated by customer's perceived value will affect customer satisfaction. This model is expected to provide a model for educational institutions on how to manage customer satisfaction in line with providing quality. From this research, customer expectations are negatively related to the value that customers feel and significant; Customer expectations positively impact customer satisfaction and

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insignificant; The quality felt by customers is positively related to the value felt by customers and significant; The quality felt by customers is positively related to customer satisfaction and significant; Customer's perceived value is positively related to customer satisfaction and significant. The findings show that the quality customers feel has a positive impact on the value that customers feel and the quality that customers feel has a positive impact on customer satisfaction (Tukiran, et al. 2021).

From all the research above shows that there is a close relationship between the level of parental satisfaction with the school and the chances of success of their children in learning. This research was conducted at Depok Baru 2 School which is a public elementary school in Indonesia, which has more than 600 students. In contrast to private elementary schools, public elementary schools in Indonesia have a guaranteed funding in running school operations, namely through state education budget funds issued annually, so often the management of schools is less concerned with the level of service and needs of students which in this case can be represented by the level of satisfaction of parents, the value of their perceptions and expectations. The purpose of this study is to find out the level of satisfaction of parents of students who are influenced by their level of expectations and perception values, so that they can formulate ways and strategies to improve the quality of education through improving student satisfaction.

2. LITERATURE REVIEW

Customer Satisfaction

The customers and clients of the education service (students, parents and the community) deserve the best possible quality of education (Sallis, 2002). The concept of quality in education is similar to its quantity. Quality is the name of different features that are effective for something, based on the level of satisfaction with clear needs (Y.C. Cheng and Cheung, 2004). Parent involvement is thought to benefit students by enabling more sophisticated coordination between parents and teachers, drawing parents into the life of the school and giving parents and teachers more power to monitor student well-being and learning (Oberfield, 2019). Parental satisfaction also seems to be related to student characteristics. Although family and child characteristics are correlated with parent satisfaction, the programs and policies that schools implement also appear to affect parent satisfaction (Oberfield 2019; Bailey, Scarborough, and Hebbeler 2003).

The Idea of Customer Satisfaction was developed within the Framework of Quality Management, with the aim of evaluating the performance of business organizations in terms of their capacity to meet client expectations (Anderson et al., 1994; Oliver, 2010). If the customer is satisfied with the goods or the quality of service provided, it will lead to customer loyalty so that the customer's buying interest increases and makes the customer loyal to the company's products. The decrease in the number of customers is likely to occur in connection with the switch of customers to competitor companies due to customer dissatisfaction (Anderson et al., 1994). Satisfaction is the consumer's fulfillment response. It is a judgment that a product or service feature, or the product or service itself, provides (or is providing) a pleasurable level of consumption-related fulfillment, including levels of under- or over-fulfillment (Oliver, 2010).

Satisfaction is a person's feelings of pleasure or disappointment that arise after comparing their perceptions/impressions of the performance (or results) of a product and its expectations. Measuring satisfaction is a situation where customers' wants, expectations and needs are met. A service is considered satisfactory if the service can meet the needs and expectations of customers. Customer satisfaction measurement is an important element in providing better, more efficient and more effective service. If the

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customer is dissatisfied with a service provided, then the service can certainly be ineffective and inefficient. High satisfaction or delight creates an emotional bond with the brand or company, not just a rational preference. A buyer's satisfaction is a function of the product's perceived performance and the buyer's expectations (Kotler and Keller, 2012).

Satisfaction is the response of consumers to the fulfillment of a hope. It means the assessment that a privileged form of a goods or services provides a level of comfort related to the fulfillment of a need, including the fulfillment of needs below expectations or fulfillment of needs exceeding customer expectations (Barnes, 2003). Consumer satisfaction is defined as a consumer's response against incompatibility between the previous level of interest and the actual performance felt after use. The creation of customer satisfaction will provide benefits, including the relationship between the company and customers to be harmonious, become the basis for repurchase and the creation of customer loyalty (Tjiptono and Diana, 2016). From the research studies quoted by (Tukiran et al., 2021) the dimensions of customer satisfaction are responsiveness, reliability, empathy, assurance, and tangible (Gupta, 2005; Evans, 2005).

Customer Perceived Value

Customer perceived value is a trade-off between perceived benefits and perceived sacrifices (or positive and negative consequences) (Payne and Holt, 2001). The perceived benefits are a combination of a number of elements, namely: physical attributes, service attributes, and technical support obtained in using the product. While the perceived sacrifice consists of all purchase costs that occur at the time of purchase, for example the purchase price, acquisition costs, transportation, installation, handling costs, repair and maintenance, and the risk of failure or poor performance. Perceived value is an overall consumer assessment of the benefits of a product based on what they receive and what they provide (Lai-Lai, 2004).

As quoted by (Sweeney and Soutar, 2001) Woodruff argues that customer perceived value is different from customer satisfaction, perceived value occurs at various stages of the purchase process, including the pre-purchase stage. A consequence, value perceptions can be generated without the product or service being bought or used, while satisfaction depends on experience of having used the product or service.

Customer perceived value (CPV) is the difference between the prospective customer's evaluation of all the benefits and all the costs of an offering and the perceived alternatives. Customer assessments of product performance depend on many factors, especially the type of loyalty relationship the customer has with the brand. Consumers often form more favorable perceptions of a product with a brand they already feel positive about (Kotler and Keller, 2012).

From the research studies quoted by (Tukiran et al. (2021) the dimensions of customer perceived value are economic, social, emotion / psychology, episteme, condition (Gupta & Lehmann, 2006; Barnes, 2007). Rational considerations will be the basis for parents to make decisions in sending their children to school. One rational consideration is related to the value they feel, which is the level of benefits they feel compared to sacrifices such as money, energy, time they have to spend. On that basis, what is most important for schools is how over time it can increase added value for parents as customers. Based on existing theories, this added value can be done with two approaches, namely: (1) improving aspects of benefits felt by parents, and (2) reducing or minimizing the sacrifices they have to spend (Tukiran et al., 2021).

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Customer Expectation

An expectation is an anticipation of future consequences based on prior experience and other many and varied sources of information (Oliver, 2010). Customers have many sources of information that lead to expectations about the services that lead to a particular company. These sources include exposure before service, word of mouth, expert opinion, publicity, and communications controlled by companies such as advertising, personal selling, and pricing (Almsalam, 2014). Conceptual models regarding customer expectations for services are influenced by the following factors: (1) Enduring service intensifiers; (2) Personal need; (3) Transitory service intensifiers; (4) Perceived service alternatives; (5) Self perceived service role; (6) Situational factors; (7) Explicit service promises; (8) Implicit service promises; (9) Word of mouth (recommendation); and (10) Past experience (Mulyani and Fitrianti, 2012).

Expectations can also be described as a comparative referent for performance (Oliver, 2010). Customer expectations can be determined by asking questions about how high the level of performance is needed to meet customer expectations. As quoted by (Tukiran et al., 2021) Gaspersz said the product characteristics expected by the customer can be seen as a progressive hierarchy of three levels, namely: base expectation, specifications and requirements, and pleasure or delight. These three expectations are often also known as implicit expectations, explicit expectations, and hidden expectations.

Expectations result from past buying experience, friends' and associates' advice, and marketers' and competitors' information and promises. If the marketer raises expectations too high, the buyer is likely to be disappointed. If it sets expectations too low, it won't attract enough buyers (although it will satisfy those who do buy). Some of today's most successful companies are raising expectations and delivering performances to match (Kotler and Keller, 2012).

In school institutions, parents tend to have high expectations of schools that have responsible teachers and leaders, and in general, they expect their children to have a bright future (Gibbons and Silva, 2009; Oberfield, 2019). From the research studies quoted by (Tukiran et al., 2021) the dimensions of customer expectation are happy, appreciate, believe, and proud (Woodruff & Gardial, 2002; Evans and Lindsay, 2005). Customer expectations are met on a priority scale, based on resources in organizations including school institutions. Therefore, intensive communication needs to be conducted to provide clear and directed understanding and information to facilitate compatibility between the school and the parties associated with the students (Tukiran et al., 2021).

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Table 1
The Framework of Customer Satisfaction

Constructs	Dimensions	Sources
Customer expectation	➢ responsiveness ➢ reliability ➢ empathy ➢ assurance ➢ tangible	➢ Gupta (2005) ➢ Evans (2005)
Customer perceived quality	➢ ability ➢ feature ➢ output ➢ conformance ➢ durability ➢ serviceability ➢ aesthetics	➢ Evans & Lindsay (2005) ➢ Schiffman & Kanuk (2004)
Customer perceived value	➢ economic ➢ social ➢ emotion / psychology ➢ Episteme ➢ condition	➢ Gupta & Lehmann (2006) ➢ Barnes (2007)
Customer satisfaction	➢ happy ➢ appreciate ➢ believe ➢ proud	➢ Woodruff & Gardial (2002) ➢ Evans & Lindsay (2005)

Source: Tukiran et al. (2021)

3. RESEARCH METHODOLOGY

This study was conducted using quantitative methods against customer expectation variable as exogenous variable (X), Customer perceived value (Customer perceived value) as variable intervening or mediation (Z), and Customer satisfaction as endogenous variable (Z). To find out if the change in customer satisfaction level is influenced by the level of customer expectations and perception assessment by customers, a constellation model of relationships between exogenous variables, endogenous variables, and mediation variables is built as follows:

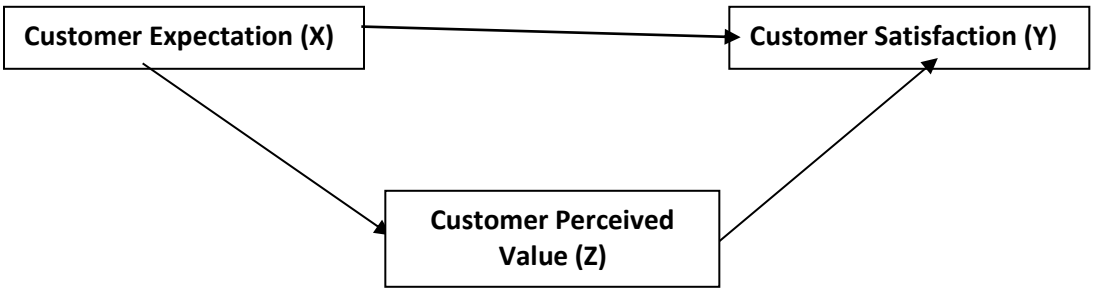

Fig. 1. Theoretical framework (Constellation model)

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Data collection was conducted through the dissemination of questionnaire instruments at Depok Baru State Elementary School 2, Depok City. The research population is final grade students (grade 6 elementary school) represented by their parents or parents. The final grade students were chosen because it is believed that they have felt the service and learning process at SDN Depok Baru 2 for more than 5 years so that it is expected to be able to provide a good assessment of the services and learning process provided by the school to the respondent's children. The number of samples taken as many as 60 respondents.

Based on research conducted by Tukiran et al. (2021), endogenous variables Customer satisfaction is measured by four dimensions, i.e. happy (y1, y2, y7, y11, y12), appreciative (y3, y4, y8), believe (y5, y9, y10, y13), and be proud (y6, y14, y15) adapted from the work of Woodruff & Gardial (2002) and Evans & Lindsay (2002). Furthermore, the variable mediation value felt by the customer is measured by five dimensions, namely economy (z1, z2, z3), social (z4, z5), emotion/psychology (z6, z7, z8), episteme (z9), condition (z10, z11, z12, z13) developed from the work of Woodruff & Gardial (2002) and Evans & Lindsay (2002). Lastly exogenous variable Expectations/ Customer expectations are measured by five dimensions, namely responsiveness (x1, x2, x3), reliability (x4, x5, x6), empathy (x7, x8, x9), guarantee (x10, x11), existence (x12, x13) adapted from Gupta & Lehmann, (2006) and Evans (2005). Furthermore, all dimensions of the above variables are used as indicators to measure each variable through an instrument sheet in the form of a questionnaire with a five-point Likert measurement scale, i.e. 1 = strongly disagree; up to 5 = strongly agree. All instruments of this research have been adapted from Tukiran et al. (2021) research and have been conducted validation and reliability test instrument with Cronbach's alpha score level of 0.8978 for variable customer satisfaction (Y); 0.8862 for variable Customer perceived value (Z); and 0.9218 for variable Customer expectations (X).

Statistical analysis calculation is done using Structural Equation Modelling (SEM) with Partial Least Square (PLS) method. PLS is a predictive multivariate statistics analysis technique that can be used to analyze several endogenous variables and several exogenous variables at once (structural models). SEM is a multivariate statistical analysis method capable of processing data built by measurement models and structural models. In SEM there are 3 activities simultaneously, namely checking the validity and reliability of instruments (confirmatory factor analysis), testing the model of the relationship between variables (path analysis), and obtaining a suitable model for prediction (structural model analysis and regression analysis). A complete modeling consists of measurement model and structural model or causal model. The measurement model is carried out to produce an assessment of the validity and validity of the discriminant, while the structural model, which is modeling that describes the hypothesized relationships (Hair et al., 2014).

Hypothesis will be tested in this study is:
1. Customer perceived value (Z) significantly affects Customer satisfaction (Y).
2. Customer expectations (X) significantly affect Customer perceived value (Z).
3. Customer expectations (X) significantly affect Customer satisfaction (Y).
4. Customer expectations (X) through mediation Customer perceived value (Z) jointly significantly affect changes in customer satisfaction level (Y).

Hypothesis testing is conducted using path analysis that describes the influence of exogenous variables Customer expectations (X) on endogenous variables Customer satisfaction (Y) directly or indirectly, namely through variable intervening or mediation Customer perceived value (Z) that serves as a mediator between exogenous and endogenous variables.

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4. RESULTS AND DISCUSSION

The Goodness of Model

Goodness of Fit (GOF) is the excision model to the natural analysis model, the analysis of affirmative factors (CFA) of exogenous and endogenous variables as well as the analysis of the model naturally. GOF on Smart-PLS application is displayed on the Fit Model menu, which assesses for the model conformity with the data and construction of constellations located Normed Fit Index (NFI) and Standardized Root Mean Square Residual (SRMR).

Fit Summary	Saturated Model	Estimated Model
NFI	0.388	0.388
SRMR	0.115	0.115

Table 1. Model Fit of the Research

NFI index is fit model value will be a good value s or fit model which is a model with sample data that is the result. The more NFI values between 0 and 1, the closer 1 model means the better or Fit. From Table 1 above the value of NFI again of 0.388 means 38.8 percent or rounded 40 percent fit model. SRMR is an assessment of the match between the correlation or the observed relationship. The agreed value range is less than 0.1 (Hu and Bentler, 1999). From Table 1 above, the value of SRMR is in the range of 0.115 so it can be said that this model has a match between the observed variables.

Furthermore, to analyze the goodness of the model can be seen at the magnitude of the value of R Square and Q square. Table 2 below displays a predictive relevance value that shows how good or good the observation value resulting from this study. An observance value is said to be good if it has a Q square value greater than zero. The result of Q square calculation on this model is 0.385 for variable Customer satisfaction and 0.127 variable Customer perceived value; it means that the observation value in this study has been good and fit.

Variables	R square	R square adjusted	Q square
Customer Satisfaction (Y)	0.700	0.690	0.385
Customer Perceived Value (Z)	0.392	0.382	0.127

Table 2. R Square and Q Square Results

In the regression model testing produced a determination index value (R-Square) which is a representative measure of variation of a variable concept measured by other variables over a population studied. The greater the value of the determination index obtained, the better the model formed on the variables involved in it. Based on Table 2 above, And the R square value of Customer satisfaction (Y) is 0.700, meaning the contribution of the influence of the customer expectation variable (X) together with the variable Customer perceived value to customer satisfaction is 70%. While the rest, which is 30%, is *a*

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contribution from other variables that were not included in this study. From the value of R square can be obtained the exponential coefficient of customer satisfaction is: e2 = √ (1- 0.700) =√ 0.300 = 0.5477.

And the R square value of customer perceived value (Z) of 0.392, means *that the contribution of customer perceived value to change customer satisfaction rate (Y) is 39.2%. While the rest, 60.8% is a contribution from other variables not included in this study. From the value of R square can be obtained the exponential coefficient of customer perceived value is: e2 = √ (1- 0.392) =√ 0.608 = 0.7797. Based on the values of GOF parameters above, it can be concluded that the model built can be accepted based on the overall model testing, affirmative factor analysis and structural model analysis.*

Hypothesis Testing

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects and a measurement of the magnitude of the influence of exogenous variables on endogenous variables. The effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model using the Smart-PLS with the booth strapping technique, the value of path coefficients on each path can be seen in Table 3:

Paths on Models	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P- Values	Conclusion
Customer Perceived Value → Customer Satisfaction	0.877	0.902	0.063	13.905	0.0000	significant
Customer Expectation → Customer Perceived Value	0.626	0.654	0.061	10.348	0.0000	significant
Customer Expectation → Customer Satisfaction	-0.066	-0.084	0.110	0.603	0.547	Not significant
Customer Expectation → Customer Perceived Value → Customer Satisfaction	0.549	0.591	0.078	7.058	0.0000	significant

Table 3. The Structural Equation Modeling Results

Based on Table 3 above, the value of path coefficients on each path are:
- Line Z to Y (Customer perceived value to Customer satisfaction) is 0.877
- Line X to Z (Customer expectation to Customer perceived value) is 0.626
- Line X to Y (Customer expectation to Customer satisfaction) is – 0.066
- Line X to Z to Y (Customer Expectation to Customer satisfaction through Customer Perceived Value) is 0.549

Based on the coefficient of path value in the analysis results above, the relationship between the Customer perceived value (Z) to Customer satisfaction (Y) is positive or direct and strong (0.877; value greater than

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0.8), meaning that the higher the perceived value of the customer, the higher the customer satisfaction level also increases. Furthermore, the relationship between the Customer expectation variable (X) to the Customer perceived value (Z) is positive or direct and strong enough (0.626; value above 0.5), meaning the higher the customer expectations, the higher the customer perceived value. While the relationship between variable Customer expectations (X) to Customer satisfaction (Y) is negative or counter-directional and weak (-0.066; value approaching 0), meaning the higher customer expectations result in decreased customer satisfaction. In the indirect effect coefficient Customer Expectation to Customer satisfaction through Customer perceived value is positive and strong enough (0.549).

To see the signification of the relationship between variables, analysis of P-values or T statistics values. The definition of P-value is the smallest chance value of a hypothesis test so that the statistical value of the observed test is still meaningful or valuable (Walpole and Myers, 1995). P-value is an approach in hypothesis testing to draw the "reject" or "accepted" conclusion of a proposed hypothesis claim. A variable is expressed significantly when it has a P-value of less than 0.05, and this means that the proposed hypothesis is accepted or "failed to reject".

In addition, it is also known as T-statistical testing on models, more commonly known as partial testing or direct individual testing on the variables that make up a model. The T-statistic value can also be an indicator of a variable relationship whether significant or insignificant. If the T-count test result is greater than the T-statistic value in the table then the relationship between the variables is significant. Or for a very large number of samples, the standard T-statistics that become a signification measure is above 1.96. In this study sample the number of respondents as many as 60 people so that the T-table value is 2,011 in the two-tail test alpha coefficient and significance level of 0.05 (5%). The results of T-statistics calculation in Table 3 above are:

- Line Z to Y (Customer perceived value to Customer Satisfaction) of 13,905 means significant.
- Line X to Z (Customer expectation to Customer perceived value) of 10,348 means significant.
- Line X to Y (Customer expectation to Customer Satisfaction) of 0.630 means not significant.
- Line X to Z to Y (Customer Expectation to Customer satisfaction through Customer Perceived Value) of 7.058 means significant.

The T-statistical result is in line with the large P-values value, where the P-values for variable Customer perceived value and Customer satisfaction are 0.0000, meaning less than 0.05 which means both are significant, while the P-values value of the customer expectation variable is 0.547 which means insignificant because it is greater than 0.05. The summary result of structural equation modeling is presented in table 3, indicated that three hypotheses are accepted and one hypothesis are rejected, as follows:

- Customer perceived value (Z) is positively affected to Customer satisfaction (Y) and significant (p value < 0.05).
- Customer expectation (X) is positively affected to Customer perceived value (Z) and significant (p value < 0.05).
- Customer expectations (X) is negatively affected to Customer satisfaction (Y) and not significant (p value > 0.05).
- Customer Expectation (X) is positively affected to Customer satisfaction (Y) through Customer Perceived Value (Z) and significant (p value < 0.05).

In the indirect effect coefficient is 0.549 and significant (P-values less than 0.05 and T-statistics > T-table). This means that the variable relationship of Customer expectations (X) to Customer Satisfaction

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(Y) through the mediation variable Customer perceived value (Z) is positive and significant. The value is the amount of intervention perceived value in customer expectations to customer satisfaction. In simple formula can be calculated the amount of indirect influence of customer expectation variable on customer satisfaction is 0.626 x 0.877 = 0.549 (according to the result in the table above). Then the total influence of the customer expectation variable on customer satisfaction is the amount of direct influence value plus the value of indirect influence, i.e. -0.066 + 0.549 = 0.483.

Based on the calculation above, it can be analyzed that the value of indirect influence of customer expectation variable (X) to customer satisfaction (Y) is greater than the value of direct influence, then indirectly customer expectation variable (X) through customer perceived value (Z) has a significant influence on customer satisfaction changes. This proves that the existence of variable mediation Customer Perceived Value (Z) is full mediation or perfect or complete because its presence resulted in the relationship between customer expectations (X) and customer satisfaction (Y) that was previously negative and insignificant turned into positive and significant.

Implication of Loading Factor

Loading factor explains the relationship of factors to the variable indicator. The value of the loading factor is in the range of 0 - 1, where the greater the value of the loading factor means the stronger and reliable indicator of the variable against the variable. The image below shows the magnitude of the loading factor on the model built. The value of loading factor more than 0.5 also indicates that the indicator is valid.

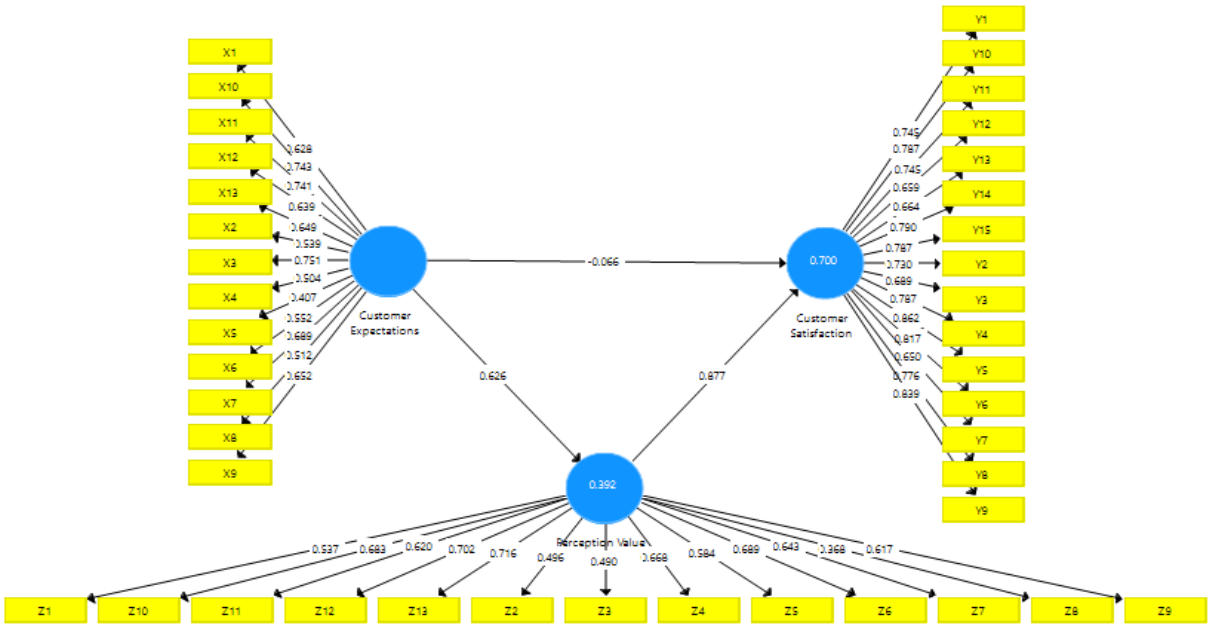

Fig. 2. Loading Factor of Model

Based on the loading factor value in each of the indicators above, shows that indicators that have the highest contribution value or strong for variable Customer expectations are x10 (0.743) and x11 (0.741)

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i.e. guarantee. This proves that every parent has high expectations for their child's school if they believe that the school is able to guarantee the success of education for their children. This means that the students of SDN Depok Baru 2 are guaranteed graduation, and guaranteed the quality of their education. The strategic implications that schools must do is to evaluate the teaching and learning that has been running so far, whether the graduation rate and the quality of graduation have met the achievement target. The next strategy is to form a final exam preparation team for grade 6 students, who plan special lessons related to the preparation of the final exam of elementary school graduation.

Furthermore, for Customer perceived value variable shows that indicators that have the highest contribution value are z12 (0.702) and z13 (0.716) i.e. condition. This indicates that the school should pay attention to the condition of the school as best as possible, ranging from aspects of cleanliness, neatness, classroom comfort, and the condition of other facilities and infrastructure, such as canteens, libraries, laboratories, fields, and children's playgrounds. In addition, the condition of the school's services also needs to be improved so that the school performs better in the eyes of parents and students.

Lastly, the strongest indicators that contribute to the valuation of customer satisfaction variables are y5 (0.862) and y9 (0.839) i.e. believe. This shows that schools should be able to build the confidence of parents in entrusting their children's education in this school. As Kotler & Keller (2012) explains, satisfaction is a person's feeling of pleasure or disappointment that arises after comparing his impressions of performance or the results he obtains; and a buyer's satisfaction is a function of the product's perceived performance and the buyer's expectations. So the fulfillment of promises by the school must be strictly implemented. To build the confidence of parents of these students the school can hold extracurricular programs or other activity programs (outside the core teaching and learning process) involving the parents of students. With the direct involvement of parents of students to some activities in the school will increase the confidence of parents to the school.

Depok Baru 2 Public Elementary School

Depok Baru 2 Public Elementary School in Depok City, Indonesia is an elementary school that is merged with 2 other public elementary schools in Depok, so that the number of students currently reaches 670 students more with the number of teachers as many as 32 people. With such a large number of students, the service in the school should be more attentive, both in terms of teaching, management system, and services in the school. As Sallis (2002) said that the customers and clients of the education service i.e. students, parents and the community deserve the best possible quality of education.

The principle of quality schools is that schools make continuous improvements and avoid bad educational offerings as much as possible. This principle is in line with the spirit of Kaizen, a simple and sustainable working concept involving all members of the organization. Kaizen is also defined as continuous improvements made by collecting, verifying, and analyzing data for improvement, focusing on production process, product quality, cost, and delivery, as well as added value for customers (Masaaki, 2012).

Based on the R square score, it is shown that the change in parents' satisfaction level by 70 percent is due to a change in expectations and perceived value of parents towards the school. It is important to concern the Principal that what is expected and assessed by the parents should be considered and acted upon. As mentioned from relevant previous research that the creation of customer satisfaction is among others the relationship between the institution and customers are harmonious and the main strategy to succeed in managing customer satisfaction is the ability to listen to customers (parents and students). Efforts to discuss various information relating to customer expectations need to be conducted regularly and

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managed in accordance with their level of importance and urgency. As such, it is undeniable that not all customer expectations must be resolved immediately, but customer expectations need to be continuously monitored (Tukiran, et al., 2021). Communication between students and teachers can be built by activating the function of counseling and guidance services in schools. Meanwhile, communication between parents and schools can be built by activating the organization of the parent committee of students.

As a public school, Depok Baru 2 elementary school has a guarantee in the source of school operational funding, all teachers and Principal are state employees of Indonesia, so it is not surprising that often the quality of public schools is below the quality of private schools. So it is important for public school stakeholders to pay attention to the satisfaction, expectations, and perceived value of parents and students to the course of learning in the School. As Lai-Lai (2004) said perceived value is an overall consumer assessment of the benefits of a product based on what they receive and what they provide (Lai-Lai, 2004). From this research proves that parents' perceived value can increase parental satisfaction towards the school. The relationship between parental expectations to parental satisfaction that was previously negative and not significant turns positive and significant with the variable mediation perceived value. So it is important for the school to pay attention to what factors can improve the assessment of parents towards the school. As Sallis (2002) said, educationalists can meet the challenge by implementing the TQM based on a customer-driven process, focusing on the needs of clients and providing mechanisms to respond to their needs and wants. Consumers judge quality by comparing their perceptions of what they receive with their expectations of it.

In education it changes the usual set of relationships to one with a clear customer focus. Quality must be matched to the expectations and requirements of customers and clients. Quality is what the customer wants and not what the institution decides is best for them. Without customers there is no institution (Sallis, 2002).

5. CONCLUSIONS

Parent’s satisfaction (as representative from student satisfaction in elementary school) towards the school is important to be considered and fostered so that there is a romantic relationship between the school and the parents. This will have a positive impact on the learning process in school, namely the learning atmosphere becomes fun and quality. A student who is satisfied and proud of his school is certainly more excited to learn in school, prepare themselves when the learning process begins, and swiftly do his learning tasks. The overall pleasure and satisfaction of the school will improve the performance of the brain, increase the immunity of the body, and foster the spirit of learning, so that students will be ready to receive knowledge information from their teachers which will further influence the learning process and ultimately impact the quality of graduation.

The result of the hypothesis test was obtained for hypotheses 1, 2, and 4 were accepted, while hypothesis 3 was rejected, because the influence between student expectations on student satisfaction was not significant. However, based on the analysis of indirect effect, the influence of the relationship between student expectations and student satisfaction through mediation of student assessment becomes significant. This proves that the existence of a parent's assessment becomes a stimulus for parents to feel satisfied or vice versa towards their school. Therefore, it is important to school to improve the service and quality of school learning, so that the assessment of parents towards the school is getting better so that the level of parents' satisfaction also increases.

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The advice for further research is to test other variables that might affect student/parent assessment to their school, such as whether parental economic levels affect their assessment? Or is it the expectations of parents influenced by the level of the economy? And does the ease of access to learning during the current pandemic affect student satisfaction with their school? Various conditions can certainly affect student/parent satisfaction levels.

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