



RESEARCH ARTICLE

Analysis of the Influence of Education Costs, Quality of Educational Services, and References on Parental Satisfaction in Enrolling Their Children at SDIT Al-Kautsar Cikarang

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Abstract

This study aims to analyze the influence of education costs, the quality of educational services, and references on parents' satisfaction in enrolling their children at SDIT Al-Kautsar Cikarang. The research used a quantitative approach with data collected through questionnaires distributed to parents of students. The independent variables in this study include the quality of educational services, education costs, and references, while the dependent variable is parents' satisfaction. The method applied is multiple linear regression with the assistance of SPSS 26 software. The sampling technique used was the Slovin method, with 95 respondents comprising parents of students in grades II-VI at SDIT Al-Kautsar Cikarang. The results show that education costs, the quality of educational services, and references have a significant simultaneous and partial effect on parents' satisfaction. The quality of educational services is the most dominant factor influencing parents' satisfaction, followed by education costs and references. These findings suggest that improving the quality of educational services and implementing effective communication strategies related to costs, as well as reference management, can enhance parents' satisfaction with the school. This study is expected to contribute to the management of SDIT Al-Kautsar Cikarang in developing strategies to improve educational services, refine cost management systems, and create reference-based promotion strategies to strengthen parents' trust and satisfaction.

Keyword: Education Costs, Quality Of Educational Services, References, Parents' Satisfaction.

Introduction

Primary education serves as a crucial foundation in shaping a child's future. Parents in Indonesia, especially in urban areas such as Jababeka, Cikarang, are becoming increasingly selective in choosing schools that not only provide academic education but also offer balanced moral and spiritual education. With the growing awareness of the importance of religious values in education, integrated Islamic schools (SIT) like SDIT Al-Kautsar Cikarang have become a favorite choice for many parents.

The Jababeka area is a rapidly developing industrial and residential zone, leading to increased demand for educational facilities, including primary and Islamic schools. Parents often prefer SIT schools over public schools because SIT schools integrate general education with Islamic education, including Quran memorization, Islamic jurisprudence, and daily worship practices such as congregational prayers and Quranic recitation. This integration is a significant value-added feature compared to public schools, which provide limited religious education.

In recent years, primary education in Indonesia has experienced complex dynamics, particularly in private schools that combine general and religious education. Various SIT schools in Cikarang, such as SDIT Fathul Islam, SDIT Annur, and SDIT Cordova, offer holistic education with a focus on Islamic values, making them a popular choice for many parents.

SDIT Al-Kautsar Cikarang is well-known for its flagship

programs, such as its bilingual program that integrates instruction in English and Indonesian, with additional religious education in Arabic. This prepares students to face global challenges while building strong character through religious learning. Besides the bilingual program, SDIT Al-Kautsar also offers a Talent Class program, which helps shape students' character and competencies for an increasingly complex world. This program allows students to explore and deepen their skills in specific areas, whether academic or non-academic.

Parents' satisfaction in enrolling their children at SDIT Al-Kautsar Cikarang is influenced by education costs, quality of educational services, and references. According to research by Imelda Utama et al. (2024), service quality has a positive impact on parents' satisfaction, which, in turn, positively affects references. This implies that improved service quality leads to increased satisfaction among parents, which encourages them to speak positively about the school to others, ultimately influencing the school's reputation and student enrollment numbers.

The study also revealed a decline in new student enrollment at SDIT Al-Kautsar Cikarang over the past year, reaching 18%. This is concerning, given the school's strong reputation within the community. One of the main reasons cited for this decline is the perception of high education costs, which some families in the Jababeka-Cikarang area find unaffordable.

Education costs become a critical factor when parents compare SDIT Al-Kautsar Cikarang with other schools, both public and private, which may offer lower fees with comparable educational quality. Economic constraints force some parents to seek more affordable alternatives, despite being interested in the programs offered by SDIT Al-Kautsar Cikarang. Parents also consider experiences and references from other parents. Negative references about high costs, without sufficient explanation of the long-term benefits of education at SDIT Al-Kautsar, can influence their decision.

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Service quality encompasses aspects such as teacher competence, school facilities, teaching methods, and the curriculum provided. Research by Parasuraman, Zeithaml, and Berry (1988) indicates that service quality significantly impacts customer satisfaction, including in the educational context. At SDIT Al-Kautsar Cikarang, flagship programs like the bilingual program and quality extracurricular activities are key components influencing parents' satisfaction. If the educational services provided meet or exceed expectations, parents are more likely to feel satisfied and continue enrolling their children at the school.

Parents often decide to enroll their children in SDIT Al-Kautsar Cikarang based on references from other parents or the surrounding community. Positive references from satisfied parents regarding the quality of educational services, school programs, and overall experience encourage others to consider the school for their children. From surveys conducted, several factors emerged as critical in influencing parents' decisions:

1. Satisfaction with Islamic Education and Character Building: Parents who value a curriculum that integrates religious values and strong character development recommend the school to others with similar priorities.
2. Teaching Quality: Positive experiences with professional and caring teachers who focus on child development serve as strong reasons for parents to recommend the school.
3. Positive Community Reputation: Academic achievements and school activities discussed in local communities enhance the trust of prospective parents in choosing SDIT Al-Kautsar
4. Positive Social Experiences: Good relationships among students, a safe environment, and positive impacts on children's social-emotional development are frequently highlighted in parent recommendations.

Thus, recommendations from parents with positive experiences are a major driver in influencing other parents to enroll their children at SDIT Al-Kautsar. According to previous studies, such as Hanaya Jihan Putri et al. (2024), education costs significantly influence parental decisions in selecting a school. Schools can maximize this by providing scholarships to eligible students as part of a compelling promotional strategy. Research by Fhery Catur Wibowo et al. (2024) also highlighted that service quality has both direct and indirect impacts on parental recommendations through satisfaction. Balancing service quality and education costs can strengthen the institution's reputation and increase new student enrollment. Based on these findings, there is a research gap that requires deeper investigation into how education costs, service quality, and references influence parents' satisfaction in enrolling their children at SDIT Al-Kautsar Cikarang. This research will focus on parents of current students at SDIT Al-Kautsar and aims to provide valuable insights for the school's management in developing strategies to boost new student enrollment. The study is titled, "Analysis of the Effect of Service Quality, Education Costs, and References on Parents' Satisfaction in Enrolling Their Children at SDIT Al-Kautsar Cikarang."

Method

Data Analysis Technique

Data processing is the conversion of data into a form that can be used and analyzed. This conversion is done using a sequence of operations, either manually or automatically. In this research, the sampling method is Slovin's sampling technique, followed by data processing. The collected data is processed using statistical formulas and analyzed. Data processing and analysis use multiple linear regression and classical assumption tests, which include normality, multicollinearity, and heteroscedasticity tests, with the help of IBM SPSS version 26.

Research Instrument Testing

The instrument testing carried out in this study is the Validity Test and the Reliability Test. This is done by the

researcher to test the questionnaire distributed to measure parent/guardian satisfaction with SDIT Al Kautsar Cikarang, ensuring that it is valid and reliable. The result of valid research is when there is a match between the collected data and the actual data occurring in the object being studied, while reliable research is when data is consistent over time (Sugiyono, 2016).

With valid and reliable results, the testing will indicate that the measuring instrument used is of good quality and appropriate for use. Before collecting instruments, the questions will undergo validity and reliability tests to ensure they meet the criteria.

Validity Test

The purpose of the validity test is to measure how well the research instrument can assess the level of satisfaction of parents/guardians at SDIT Al Kautsar Cikarang. A valid instrument must meet both internal and external validity. An instrument has internal validity if the criteria within the instrument theoretically reflect what is being measured. It has external validity if the criteria in the instrument are based on existing empirical facts (Sugiyono, 2016). The validity test will determine how well the variables used can measure the items in the statement list. Internal validity tests for the instrument must meet both construct validity and substantive validity. For non-test internal validity, it is used to measure attitudes and must meet construct validity (Sugiyono, 2016).

Reliability Test

The reliability test is conducted to determine the consistency of the research results when performed on the same person at different times or on different people at the same time. The scores in the research questionnaire range from 1 to 5. To test reliability, Cronbach's Alpha is used based on Arikunto (2009).

Classical Assumption Test

According to Janie (2012), certain assumptions must be met in multiple linear regression analysis, such as the classical assumptions which consist of normality test, multicollinearity test, and heteroscedasticity test. The classical assumption test is a statistical requirement that must be met based on ordinary least squares (OLS).

a) Normality Test

The normality test is conducted to measure whether the data or variable distribution is normal or not. The purpose of the normality test is to determine whether the data collected from the population follows a normal distribution.

H0: The data is normally distributed

H1: The data is not normally distributed Testing criteria:

b) Multicollinearity Test

The multicollinearity test is conducted to measure the intercorrelation or collinearity between independent variables in the regression model. Intercorrelation refers to a linear or strong relationship between one variable and another. Intercorrelation can be measured by the correlation coefficient between variables, namely the VIF and Tolerance values, the Eigenvalue and Condition Index values, as well as the standard error of the beta coefficient or partial coefficient. VIF is used to measure the presence of multicollinearity between more than two independent variables.

Heteroscedasticity Test

The heteroscedasticity test is conducted to measure whether there is unequal variance of residuals for all observations in the linear regression model. Heteroscedasticity refers to a condition where there is unequal variance of the errors for all observations of each independent variable in the regression model. Residuals are the differences between

observed values and predicted values. If the variation in residuals remains constant from one observation to another, it is called homoscedasticity.

F Test (Simultaneous)

According to Ghozali (2013), the F test is used to determine whether all the independent variables being studied simultaneously influence the dependent variable.

t Test (Partial)

According to Ghozali (2013), the t test is used to test hypotheses partially to determine the influence of each independent variable individually on the dependent variable. The t test is a hypothesis test used to determine the significance of the effect of an independent variable on the dependent variable partially.

Results and Discussion

Data Presentation

This study uses primary data from the questionnaire given to parents/guardians of SDIT Al Kautsar Cikarang students in grades II-VI and alumni who have enrolled younger siblings at SDIT Al Kautsar Cikarang via Google Form. The Google Form link was distributed through communication media via WhatsApp class groups and parent/guardian groups between November 11-14, 2024. The following is a description of the respondent characteristics and research variables based on the questionnaires received by the researcher.

Respondent Data Characteristics

Based on the questionnaire distributed via Google Form, the following respondent characteristics were obtained:

Respondent Characteristics by Gender

The majority of respondents were female (88.42%) compared to male respondents (11.58%). This is due to fathers having more activities and less time to fill out the questionnaire compared to mothers, who tend to have more flexible time and are more involved in accompanying students in education at home or school.

Respondent Characteristics by Age

The majority of respondents were in the 36-40 years age group, with 41 people or 43.16% of the total respondents. This indicates that the majority of respondents are in the mature age group, which is typically a productive age group with significant family responsibilities, including children's education. The age group 26-30 had the fewest respondents, with 6 people or 6.32%. This is because this age group is mainly composed of parents with children in preschool or those who are just starting a family.

Respondent Characteristics by Occupation

The majority of respondents were housewives (47.37%), and the least common occupation among respondents was entrepreneurs (15.79%). From these results, it can be concluded that housewives tend to be more involved in their children's education, especially in making decisions regarding schooling. They pay more attention to factors such as the quality of education, school environment, and overall child development, which may contribute to higher satisfaction levels with the school.

Respondent Characteristics by Education Level

The majority of respondents had a Bachelor's degree (46.32%), and the fewest had a Master's degree (5.26%). The researcher concluded that the parents/guardians of SDIT Al Kautsar Cikarang have a relatively high level of education, indicating that they possess a broad understanding of primary

school education and always prioritize the advancement of their children's education.

Respondent Characteristics by Income Level

The majority of respondents had an income of 6-10 million IDR per month (61.05%), while the least common income level was above 15 million IDR (2.11%). The researcher concluded that the parents/guardians of SDIT Al Kautsar Cikarang have an above-average middle-income level based on the minimum wage in Bekasi District. Parents/guardians with a broad understanding of education and a middle-income level will always prioritize the advancement of their children's education.

Classical Assumption Testing

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov test in SPSS with a probability (sig) level of 0.05. The criteria for the Kolmogorov-Smirnov test are that if the probability (sig) value is > 0.05, the data is normally distributed. If the probability (sig) value is < 0.05, the data is not normally distributed.

Tabel 1 Result Normalitas Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov		Unstand
N		95
Normal	Mean	.0000000
Parameters	Std. Deviation	2.136914
Most	Absolute	.103
Extreme	Positive	.103
Differences	Negative	-.075
Test Statistic		.103
Asymp. Sig. (2-tailed)		.015 ^c
Monte Carlo Sig.		.251 ^d
Carlo Sig. 99%	Low	.240
(2-tailed) Confidenc	Upp	.262

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 2000000.

Based on table 1, it can be seen that the Monte Carlo significance value is 0.251, and the significance value is > 0.05, which means that each variable is normally distributed. In this study, we further confirmed the normality with the Glejser test, and the results of the Glejser test from SPSS 26 can be seen in table 5.14 below:

Tabel 2 Uji Heteroskedastisitas Glejser

Coefficients ^a							
Model	Unstandar dized Coefficient s	Stan dardi zed Coeff icient s	t	Si g.	Collinearit y Statistics		
	B	Std. Error	Beta		Tol	VI F	
(Constant)	17.295	19.923		.868	.388		
Education Costs	.478	.494	.140	.967	.336	.505	1.980
Education Service Quality	.513	.319	.167	1.607	.112	.973	1.028
References	-	.592	-.176	-	.22	.50	1.99

.71	1.2	8	1	8
8	14			

a. Dependent Variable: parent satisfaction

Based on table 2, it can be seen that the significance values of the Glejser test are as follows: a) The significance value of Education Costs (X1) is $0.336 > 0.05$, indicating that there is no heteroscedasticity. b) The significance value of Education Service Quality (X2) is $0.112 > 0.05$, indicating that there is no heteroscedasticity. c) The significance value of References (X3) is $0.228 > 0.05$, indicating that there is no heteroscedasticity.

Multicollinearity Test

The purpose of the multicollinearity test is to examine the correlation between independent variables. A good regression model should have no correlation between independent variables, which can be assessed by looking at the VIF (Variance Inflation Factor) and tolerance values. The requirements for the multicollinearity test are as follows: a) If the tolerance value > 0.10 , there is no multicollinearity. b) If the tolerance value < 0.10 , there is multicollinearity. c) If the VIF value < 10 , there is multicollinearity. d) If the VIF value > 10 , there is no multicollinearity. In this study, SPSS 26 was used for the multicollinearity test, and the results are shown in table 3 below:

Tabel 3 Uji Multikolinearitas

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Beta	t	Sig.	Collinearity Statistics
	B	Std. Error				
1	(Constant)	3.590		1.511	.141	
	Education	.274	.094	.255	.800	.358
	Education	.407	.078	.535	.598	.311
	References	.106	.093	.147	.887	.392

a. Dependent Variable: Parent Satisfaction (Y)

Based on table 3, it can be seen that the tolerance values and VIF are: a) Tolerance value for Education Costs (X1) $0.350 > 0.10$ and VIF value $2.859 < 10$, indicating no multicollinearity. b) Tolerance value for Education Service Quality (X2) $0.312 > 0.10$ and VIF value $3.203 < 10$, indicating no multicollinearity. c) Tolerance value for References (X3) $0.397 > 0.10$ and VIF value $2.519 < 10$, indicating no multicollinearity.

Hypothesis Testing Results

Coefficient of Determination

The purpose of the Determination Analysis is to measure the percentage of the effect of independent variables (X) simultaneously on the dependent variable (Y). If the coefficient of determination (R^2) equals zero, it indicates that there is no percentage effect of independent variables on the dependent variable, and the independent variables do not explain the dependent variable. If the coefficient of determination (R^2) equals 1, it indicates that the percentage of the effect of independent variables on the dependent variable is 100%, and the independent variables perfectly explain the dependent variable. In this study, SPSS 26 was used to test the coefficient of determination (R^2), and the results can be seen in table 4 below.

Tabel 4 Uji Multikolinearitas

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870a	.758	.750	2.17185

a. Predictors: (Constant), References X3, Education Costs X1, Education Service Quality X2

Based on table 4, with an R^2 value of 0.758 or 75.80%, it can be concluded that the independent variables of education costs, education service quality, and references have an effect and explain 75.80% of the variance in the dependent variable, parent satisfaction. There are other variables that affect and explain the dependent variable by 24.20%, which are not included in this research model.

Simultaneous Significance Test (F Statistic Test)

The purpose of conducting the F test is to analyze the simultaneous (joint) effect of the independent variables (X) on the dependent variable (Y). In this study, SPSS 26 was used for the simultaneous significance test (F Statistic Test), and the results are shown in table 5.17 below.

a. Dependent Variable: Customer Satisfaction

b. Predictors: (Constant), References, Education Costs, Customer Satisfaction

F table for $df_1=3$, $df_2=91$, dan $\alpha=0.05$ is around 2.70

Based on Table 5.17, looking at the significance value < 0.000 and smaller than 0.005, and the calculated F value $> F$ table, which is $94.885 > 2.70$. This explains that the independent variables (X) have a simultaneous effect on the dependent variable (Y). The R^2 value is 0.758 or 75.80%, which leads to the conclusion that the independent variables, namely education costs, quality of education services, and references, influence and explain 75.80% of the dependent variable, which is parent satisfaction. There are other variables that affect and explain the dependent variable by 24.20%, but these were not included in the research model.

Individual Parameter Significance Test (t-test)

The purpose of the individual parameter significance test is to analyze the effect of independent variables (X) on the dependent variable (Y) partially (individually). There are several requirements to consider for an independent variable to have an effect on the dependent variable partially:

- If the significance value < 0.05 , then there is an effect of variable X on variable Y.
- If the significance value > 0.05 , then there is no effect of variable X on variable Y.
- If the calculated t value $> t$ table, then there is an effect of variable X on variable Y.
- If the calculated t value $< t$ table, then there is no effect of variable X on variable Y.
- Before processing the data, the researcher calculates the F table using the formula.

$$\begin{aligned}
 t_{\text{tabel}} &= t_{\left(\frac{\alpha}{2}; n - k - 1 \right)} \\
 &= t_{\left(\frac{0.05}{2}; 95 - 3 - 1 \right)} \\
 &= t_{(0.025; 91)} \\
 &= 1.987
 \end{aligned}$$

In this study, SPSS 26 was used for the partial significance test (t-test), and the results can be seen in Table 5.18 below.

Tabel 5 Uji Statistik t

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	

1	(Constant)	3.567	2.290		1.557	.123
	Biaya pendidikan	.274	.094	.255	2.924	.004
	Kualitas layanan pendidikan	.451	.078	.535	5.788	.000
	Referensi	.167	.093	.147	1.798	.075

a. Dependent Variable: Customer Satisfaction (Y)

Based on Table 5 , the following conclusions can be drawn:

- Education Cost (X1)** has a significance value of < 0.05 , which is $0.04 < 0.05$, and the calculated t-value is greater than the table t-value, $2.924 > 1.987$. The Education Cost variable (X1) has an effect on the parent satisfaction variable, so hypothesis (H1) is accepted.
- Quality of Education Services (X2)** has a significance value of < 0.05 , which is $0.000 < 0.05$, and the calculated t-value is greater than the table t-value, $5.788 > 1.987$. The Quality of Education Services variable (X2) has an effect on the parent satisfaction variable, so hypothesis (H1) is accepted.
- Reference (X3)** has a significance value of > 0.05 , which is $0.075 > 0.05$, and the calculated t-value is less than the table t-value, $1.798 < 1.987$. The Reference variable (X3) does not have an effect on the parent satisfaction variable, so hypothesis (H3) is rejected.

Multiple Linear Regression Test

Multiple linear regression is used to predict the value of the dependent variable based on one or more independent variables. This allows the researcher to estimate how much change in the independent variables will affect the dependent variable (Sugiyono, 2020).

Table 6 Multiple Linear Regression Analysis Test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1	(Constant)	3.567		1.557	.123		
	Educational Costs	.274	.094	.255	.294	.350	2.859
	Educational Service Quality	.451	.078	.535	.578	.312	3.203
	References	.167	.093	.147	1.798	.397	2.519

a. Dependent Variable: Parents Satisfaction (Y)

Based on Table 6 above, the calculated values are $\alpha = 3.567$; $\beta_1 = 0.274$; $\beta_2 = 0.451$; $\beta_3 = 0.167$. Using the multiple linear regression equation, Y is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \\ = 3.567 + 0.274 X_1 + 0.451 X_2 + 0.167 X_3$$

Based on the regression equation above, the following conclusions can be made:

- The constant value $\alpha = 3.567$, assuming all values of $X = 0$, means that the value of Y is 3.567.
- The coefficient for educational costs is 0.274, meaning that educational costs increase parental satisfaction by 0.274. Without the educational cost variable, parental satisfaction would decrease by 0.274.
- The coefficient for the quality of educational services is 0.451, meaning that the quality of educational services increases parental satisfaction by 0.451. Without the quality of educational services variable, parental satisfaction would decrease by 0.451.
- The coefficient for references is 0.167, meaning that references increase parental satisfaction by 0.167. Without the references variable, parental satisfaction would decrease by 0.167.

Discussion

The Effect of Educational Costs on Parental Satisfaction

Based on the Multiple Linear Regression Test above, it can be concluded that educational costs have an effect on the level of parental satisfaction at SDIT Al-Kautsar Cikarang. This is due to the increasing number of new schools in the Jababeka Cikarang area attempting to compete with SDIT Al-Kautsar Cikarang through various strategies.

The Effect of the Quality of Educational Services on Parental Satisfaction

The analysis shows that the quality of educational services (X2) is the most significant variable influencing parental satisfaction. The calculated t-value of 5.788 and significance of 0.000 indicate that the quality of educational services has a strong influence. Factors such as teacher competence, the effectiveness of the bilingual program, and technology facilities received high ratings from respondents. The highest indicator in this variable was the availability of technology for learning (mean 4.41). Parents also appreciate the ability of teachers to pay attention to children's social and emotional development. Respondents pointed out the lack of innovation in extracurricular programs, which are considered to not fully support student skills.

The Effect of References on Parental Satisfaction

The reference variable (X3) has a smaller impact compared to educational costs and the quality of educational services, with a calculated t-value of 1.798, lower than the t-table value (1.987), and a significance value of 0.075. References do not have a significant impact on parental satisfaction in this study. Parents at SDIT Al-Kautsar are more focused on the quality of educational services and educational costs rather than relying on recommendations or references from others.

The Effect of Educational Costs, Quality of Educational Services, and References on Parental Satisfaction

Simultaneously, the variables of educational costs, quality of educational services, and references affect parental satisfaction with a coefficient of determination (R^2) value of 0.758 or 75.8%. This shows that these three variables together explain most of the variation in the level of parental satisfaction. The results indicate that in order to improve parental satisfaction, SDIT Al-Kautsar needs to maintain a balance between setting competitive educational costs, improving the quality of educational services, and managing information more effectively through references. Strategies focused on improving the quality of educational services will

have the greatest impact, while managing references can help build trust among parents who are new to the school.

Conclusions and Recommendations

Based on the research findings and discussions, several conclusions can be drawn:

1. Based on the hypothesis testing, it can be concluded that educational costs significantly affect parental satisfaction at SDIT Al-Kautsar Cikarang.
2. Based on the hypothesis testing, it can be concluded that the quality of educational services has a positive and significant impact on parental satisfaction at SDIT Al-Kautsar Cikarang.
3. Based on the hypothesis testing, it can be concluded that references do not have a significant impact on parental satisfaction at SDIT Al-Kautsar Cikarang.
4. Based on the hypothesis testing, it can be concluded that all three variables (quality of educational services, educational costs, and references) simultaneously have a significant effect on parental satisfaction, indicating that the combination of internal and external factors of the school influences parental decisions.

Based on the research findings on the effects of educational costs, quality of educational services, and references on parental satisfaction at SDIT Al-Kautsar Cikarang, the following recommendations can be made:

1. Optimization of Communication Regarding Educational Costs and the Bilingual Program: Enhance communication about the benefits of the bilingual program, especially for parents who feel they are not receiving added value from the additional costs. Provide more detailed explanations of the program's advantages to improve understanding and satisfaction.
2. Improvement of Educational Service Quality: Continue to innovate in extracurricular programs and learning facilities. Increasing the variety of programs relevant to students' needs, such as technology-based activities and STEM programs, can be a major attraction for parents.
3. Strengthening the Reference System and Digital Presence: Enhance the digital presence by providing reviews or testimonials from parents through social media, websites, and educational forums. This will provide more comprehensive information to prospective parents.
4. Flexibility in Educational Costs and Payment Systems: Maintain payment flexibility, such as installment options or discounts for early payments, to accommodate parents with varying income levels.
5. Teacher Training to Improve Competence: Hold regular training sessions for teachers to ensure they can provide high-quality educational services, especially in the implementation of bilingual programs and technology-based learning approaches.
6. Utilization of Technology for Evaluation and Information: Maximize the use of technology, such as parent apps or portals, to provide real-time information on student progress, making parents feel more involved in their children's education.
7. Focus on Parental Loyalty: Provide loyalty programs or educational cost incentives for parents who recommend the school to others, such as special

discounts for the next student or simple gifts as a form of appreciation.

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