

## The Analysis of Early Children Education Services Quality in Increasing the Satisfaction of Students Parent in At-Taqwa Kindergarten Surabaya

Gunarti Dwi Lestari<sup>1(\*)</sup>, Wiwin Yulianingsih, and Widya Nusantara

<sup>1</sup>Universitas Negeri Surabaya, Surabaya. Indonesia

(\*)✉ (e-mail) [gunartilestari@unesa.ac.id](mailto:gunartilestari@unesa.ac.id)

### Abstract

The purpose of this study is to describe the quality of early childhood education services at At-Taqwa Kindergarten in Surabaya. This research was conducted with qualitative approach with case study design of data is interview, observation and documentation techniques. After the data is collected, the data analysis includes data reduction, data display, and verification. To test the validity of the data the researcher uses credibility with triangulation and member check, besides that, dependability, confirmability and transferability are also carried out on the process and results of the study. The result of the study that is the quality of early childhood education services at At Taqwa Kindergarten Surabaya can run very well. This can be seen from the 8 standard indicators of early childhood education, starting from the STPP, the standard content, process, management, financing, education and staff, facilities and infrastructure. While satisfaction can be seen from three aspects, namely the existence of confirmation of hope, ease of obtaining opportunities and services and willingness to recommend.

**Keywords:** Quality of early childhood, education services, parental satisfaction

### Introduction

Law No. 20 of 2003 concerning the National Education System Article 1 paragraph 43 states that early childhood education (PAUD) is an effort aimed at providing guidance to children from birth to the age of six years through the provision of educational stimuli to help growth and development physical and spiritual so that children have readiness in entering further education.

Havighurst in Mukhtar Latif, et al (2013: 22) which states that development at one stage of development will determine the next development. These developments are in the form of physiological, language, motor and cognitive development. So that success in carrying out the task of development at a time determines its success during the next development period.

At birth the baby's brain carries a potential of around 100 billion which in the next process cells in the brain grow rapidly resulting in trillions of connections between neurons. Then at an early age, 90% of the child's physical brain has been formed, meaning that early childhood is the right time to do educational stimulation to maximize growth and development of children, (Muhammad Fadlillah, 2012: 13). The same thing was expressed by Windisyah Putara in (Dahlia, 2014: 3) that is if the child's brain is stimulated early, then there will be many superior potentials in him because basically children have unlimited abilities in learning (limitless capacity to learn) that is in him to be able to think creatively and productively. Therefore, children need encouragement and stimulation in order to develop all the potential within themselves in the form of providing quality education services.

Elliot (2006) states that there is evidence that shows that quality early childhood education services will influence cognitive, social, and children's ability to adapt. Wessles, Lamb and Hwang in Elliot (2006) also found the fact in his research that children who attend education at an early childhood education service provider will have better cognitive abilities than children who do not

follow and improve children's abilities. it relates strongly to the high quality of these early childhood education service providers.

The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education Standards explained that, to provide quality services in accordance with the growth and development needs of children, PAUD Standards need to be developed. PAUD standards are used as a minimum reference in PAUD implementation and function as a basis in planning, implementing, monitoring and following up education in order to realize quality PAUD, reference for every unit and PAUD program to realize national education goals and the basis of PAUD quality assurance. PAUD standards consist of Standards for Achieving Child Development Levels, Content Standards, Process Standards, Assessment Standards, Educator Standards and Education Personnel, Standard Facilities and Infrastructures, Management Standards and Financing Standards.

Hawkins and Lonney in Tjiptono (2001: 101) state that the attributes forming satisfaction are confirmation of hope, ease of obtaining, and willingness to recommend. Confirmation of expectations can be interpreted as the institution's ability to provide services that are in accordance with the needs and expectations of parents of students. The ease of obtaining is a concept relating to services offered by institutions that are easy to be utilized by service users. Willingness to recommend is the willingness of parents of students to recommend institutions to other people or their families.

Kotler (1996: 578) defines service as any action or activity that can be offered by one party to another party which is basically intangible and does not result in any ownership. Production can be linked or not linked to one physical product in order to meet the needs and desires of consumers in order to achieve satisfaction with the consumers themselves.

While Lewis and Booms in Tjiptono (2008: 85) argue that service quality is a measure of how well the level of service provided is able and in accordance with customer expectations. Law No. 20 of 2003 concerning the National Education System Article 1 paragraph 43 explains that early childhood education (PAUD) is an effort aimed at providing guidance to children from birth to the age of six years through the provision of educational stimuli to support growth and development physical and spiritual so that children have readiness in entering further education.

Thus, from several definitions, it can be concluded that the quality of early childhood education services can be interpreted as a degree or measure of the good or bad of a service provided by PAUD in meeting the needs and expectations of educational consumers, namely parents of students according to their needs and meeting requirements and set standards.

Permendikbud No. 137 of 2014 concerning PAUD Standards is used as a minimum reference in PAUD implementation and serves as a basis in planning, implementing, monitoring and following up education in order to realize quality PAUD, reference for every unit and PAUD program to realize national education goals and guarantee basis quality of PAUD. The PAUD standard consists of 8 standards, namely: 1) Standard Level of Achievement of Child Development, 2). Content Standard, 3). Process Standard, 4). Standard of Assessment, 5). Educator Standards and Education Personnel, 6). Facilities and Infrastructure Standards, 7). Management Standards, 8). Financing Standards.

Kotler (2001: 46) explains that satisfaction is: "Customer satisfaction is the outcome felt by those who have experienced a company that has fulfilled expectations". The meaning is related to the components of expectations and performance / perceived results. In general, customer expectations are estimates or customer beliefs about what he receives if he buys or consumes a product both goods and services, while the performance or results that are felt is the customer's perception of what he received after consuming the products he bought. In early childhood education institutions (PAUD), those who become customers are parents of students. Therefore, it is very important to pay attention to the satisfaction of parents of students as education customers at the institution.

Satisfaction with the quality of education is very important to note. Following this the author describes the opinion of Lupiyoadi (2006: 158) regarding the five main driving factors related to the satisfaction of parents of students in early childhood education institutions, among others:

1. Product quality: Some things that can affect the quality of education as one of the service products provided by an educational institution include the educational curriculum used, educational infrastructure, educational orientation, teaching methodology, management patterns, educator quality, evaluation and education policy.

2. Price: Mukminin (2009) states that one of the important elements possessed by a school in order to become a school that can produce good students is financially. One of the most influential sources of funds is the source of funds from the consumer or parents

3. Quality Service: Services in PAUD institutions can be seen from various aspects, including the availability of adequate facilities and infrastructure, the skills of educators, good relations between the school and parents, and services in terms of providing learning in accordance with the abilities, skills and needs that are highly developed in in early childhood.

4. Emotional Factor: The diversity of cultural settings, both social status, race, religion, and position in society, are factors that influence the lifestyle of consumers of education and will ultimately affect the level of satisfaction with the quality of education. This can affect the parents' interest in an educational institution.

5. Ease: (Hawkins and Lonney) cited in Tjiptono (2001: 101) attributes forming satisfaction that can be used as an indicator of parents' satisfaction in early childhood education institutions which consists of: 1). Confirmation of Hope: Confirmation of expectations can be interpreted as the institution's ability to provide services that are in accordance with the needs and expectations of parents of students. 2). Ease of Getting: The ease of obtaining is a concept relating to services offered by institutions that are easy to be utilized by service users. 3). Willingness to recommend: Willingness to recommend is the willingness of parents of students to recommend institutions to other people or to reuse them to the same school.

The urgency of education services for parents and for students who receive the impact of service is very important because it can have an impact on the satisfaction of students and parents who send their children to school at the school. Like an empirical study conducted by Al-Haddad (2018) that service quality with physical variables, assurance, dependence, reactivity, empathy, and skill acquisition in the satisfaction of business school students. this result describes moderate quality services provided by the faculty and it needs to increase the level of quality in all these aspects to get the highest level of satisfaction from students. Guarantee variables get the highest rating with an average of 3.59 because students really care about the level of quality of services provided by faculty staff and lecturers.

In addition in the State of Bosnia and Herzegovina in a study conducted by Adis Puška (2016) at eMPIRICA College that of several factors that affect student satisfaction with the use of higher education services, the most influencing factors are employees in schools providing student and employee support to help students solve the problem where the value of the arithmetic mean and the largest ( $US = 4.40$ ) and the highest standard deviation value is by affirming the school to fulfill the promises it made ( $SD = 0.964$ ).

From this understanding and background, it shows that there are several dominant factors in fulfilling satisfaction in the education services provided. So, the researcher took the title of the analysis of the quality of children's education services in increasing parents' satisfaction in At-Taqwa Kindergarten in Surabaya with the aim of knowing how the quality of early childhood education services and efforts to improve parents' satisfaction in At Taqwa Kindergarten Surabaya.

## Research Methods

Every research needed by this research method is intended so that the data obtained is accurate and valid. According to Arikunto the research method is a stage that is never passed by someone

who wants to conduct scientific research, this is because in the research method will be discussed about the rules of activities that must be taken by researchers. This study uses a qualitative approach. According to Bogdan and Taylor in Moleong (2005: 4) qualitative methods are research procedures that produce descriptive data in the form of written or oral words from people and observable behavior.

This researcher uses qualitative approaches because the problems discussed in the study are not related to numbers but describe clearly and in detail and obtain in-depth data. In addition, the researchers looked at the situation in real terms, namely the pattern of care carried out by parents for the development of linguistic / language intelligence and emotional intelligence that can change naturally, openly, and there is no variable control engineering.

This research was conducted at At-Taqwa Kindergarten Jalan Griya Babatan Mukti Wiyung Surabaya. The reason for determining the place as a research location is because At-Taqwa Kindergarten is a kindergarten with an "A" accreditation and has parenting program activities.

This study uses data collection techniques in the form of interviews, observation (observation) and documentation. From the results in the form of interviews to obtain statements from parents how the quality of service and satisfaction of parents send their children to TK At Taqwa. From the results in the form of observations obtained data in the form of money service quality includes 8 PAUD standards and parental satisfaction. And from the results of documentation intended to complete data from interviews and observations in the form of videos, recordings, photographs and other supporting documents.

Miles and Huberman (1992: 19) say that activities in qualitative data analysis are carried out interactively and are continuous until complete, so the data is saturated. This study uses data analysis techniques in the form of data reduction, data display, and verification. Reduced data will provide a clearer picture and make it easier to collect data. Display data is used to give the possibility of drawing conclusions and as a reference to take action based on understanding and analysis of data presentation. After the data is entered, then it is analyzed and verified about its truth, supported by valid and consistent evidence.

The data that has been analyzed is then tested for the validity of the data by using two validity tests, namely the credibility test, dependability test, Confirmability and Transferability test. Credibility test in the form of source and technical triangulation, and member check. Dependability test is carried out by an independent auditor or supervisor to audit all activities of the researcher in conducting research. Confirmability test is carried out to test the results of research, associated with the process carried out. While the Transferability test is used to see the extent to which research results can be applied in other contexts and situations.

## Results and Discussion

Based on the results of data analysis in the form of observations, interviews, and documentation can answer the focus of the research presented by the researcher as follows:

### 1. Profile of the At-Taqwa institution.

This At-Taqwa Islamic educational institution is located at Babatan Griya Mukti No. Complex. 1 Blok 45C, Wiyung, Surabaya since June 10, 2001. At-Taqwa Islamic Education Institution consists of PAUD, Playgroup (KB), Kindergarten and also TPA. With an "A" accreditation value from BAN and already getting ISO 9001: 2015 certification, it shows that this school is well managed from administrative and managerial aspects. In At-Taqwa Surabaya Kindergarten, its mission is to prepare a generation of Muslims who are noble, creative, independent and insightful large. With the vision of spreading the propagation of Islam to the community through education, developing an Islamic education system, organizing education and teaching based on the Qur'an and sunnah, creating an Islamic and conducive learning atmosphere, and instilling the values of religious life from an early age. In order to have graduates who are faithful, noble, and have optimal academic achievement.

2. Quality of PAUD services at At-Taqwa Kindergarten: The quality of PAUD services at At-Taqwa Kindergarten is in accordance with the Early Childhood Education Standards.

The eight standards include: 1) Standard Level of Achievement of Child Development: Child development achieved is an integration of aspects of understanding religious and moral values, physical-motoric, cognitive, linguistic, social-emotional, and artistic. 2) Content Standards: This standard is a development program that is presented in the form of themes and sub-themes arranged according to the characteristics, needs, stages of child development, and local culture by containing elements of religious and moral values, thinking abilities, language skills, social-emotional abilities, abilities physical-motoric, as well as appreciation of art. 3) Process Standards: Process standards are criteria for implementing learning in PAUD programs or programs in order to help fulfill the level of developmental achievement that is in accordance with the age level of the child. The learning system at the At-Taqwa educational institution is carried out to educate children to be disciplined by dividing the class as measured by the age of the child. 4) Assessment Standards: Child development assessments conducted by the At-Taqwa kindergarten teachers use authentic assessment principles. Namely by making a plan of evaluation, both in the form of rating scale anecdotal records and daily notes, after that the teachers must make a rubric assessment or assessment criteria to be carried out. Then it is stated in the RPA (summary of child assessment) and after that it is only inputted in the report on child development. 5) Standards for Educators and Education Personnel: Early childhood educators and education staff have the required academic qualifications and competencies, physically, mentally / mentally, and socially healthy. Education personnel who are qualified at At-Taqwa Kindergarten are Murabbi (educating), have the spirit of da'wah, love the world of children, and are professional. 6) Standard Facilities and Infrastructure: Facilities and infrastructure are equipment in the implementation and management of education, care and protection activities for early childhood. The principle of procurement of infrastructure includes safe, clean, healthy, comfortable and beautiful and does not endanger the health of children. Among the facilities and infrastructure provided by the At-Taqwa Kindergarten are a fairly large courtyard, KB classrooms, Kindergarten A and B classrooms, living rooms, playgrounds inside and outside, sufficient number of bathrooms with the number of students, and floored buildings 2 children friendly with several classrooms specifically for children of family planning and kindergarten students. 7) Management Standards: The Management Standards for Early Childhood Education include program planning, organizing, implementing work plans and supervision. Planning is the preparation of PAUD institution activities in achieving the vision, mission, goals of the institution. Organizing is the arrangement of all components to achieve the goal. The implementation of the activity plan is an activity to implement the planned work program. Supervision includes monitoring, supervision, evaluation, reporting and follow-up of supervision results to ensure the fulfillment of children's rights and needs and the continuity of the PAUD program. In addition to this to facilitate management between schools and at home, they make groups on social media so that parents are taught the habit of going to school at home so that children can be disciplined wherever they are. 8) Financing Standards: The Financing Standard is the criteria for components and the amount of personal and operational costs for PAUD units or programs. The funding is used for the salaries of educators and education personnel as well as inherent allowances, the implementation of learning programs, procurement and maintenance of facilities, human resource development, and education costs incurred for children in the learning process. At At-Taqwa Kindergarten the financing system is carried out with several programs, namely with regular programs and pivot programs with the intention of facilitating parents in terms of financing.

3. Efforts to improve the satisfaction of parents of students at TK At-Taqwa Surabaya: 1) Confirmation of Hope: Confirmation of expectations can be interpreted as the institution's ability to provide services that are in accordance with the needs and expectations of parents of students.

Viewed from the aspect of facilities and infrastructure, the quality of the program, the cost of service, educators and education staff, and the public interest to send their sons and daughters to PAUD AT-Taqwa.2) Ease of Obtaining: The ease of obtaining includes the ease of obtaining information and evaluating children's learning outcomes, the ease of getting advice and handling problems, and the ease of enjoying the facilities provided by the At-Taqwa Surabaya institution.3) Willingness to recommend: Willingness to recommend is the willingness of parents of students to recommend institutions to others or to reuse (send their children or relatives) to the same school.

## Conclusion

The golden age for early childhood is very potential. Children must be prepared, nurtured and developed, not only in terms of cognitive but also in other aspects such as physical, mental and moral in order to become mature human beings who believe and fear God Almighty, are responsible and in turn become quality human resources and successor to the struggle of the nation's ideals. The quality of early childhood education services at TK At-Taqwa Surabaya can run very well. This can be seen from the 8 standard indicators of early childhood education, starting from the STPP, the standard content, process, management, financing, education and staff, facilities and infrastructure. While satisfaction can be seen from three aspects, namely the existence of confirmation of hope, ease of obtaining opportunities and services and willingness to recommend.

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