

## Educational Service Management: An Analysis of the Role of Committees and School Facilities on Parental Satisfaction

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### ABSTRACT

*The quality of school management is largely determined by the contribution of various stakeholders, particularly the school committee and the effective utilization of facilities. However, many elementary schools still face challenges in facility management and limited committee participation in managerial functions. This study aims to analyze the influence of school committee involvement and school facilities on parent satisfaction at SDN Pekuncen, Pasuruan City. Using a quantitative approach, data were collected through questionnaires distributed to 88 parent respondents and analyzed using multiple linear regression. The findings reveal that both the school committee's role and school facilities have a simultaneous and significant impact on parent satisfaction. Partially, each variable also demonstrates a positive and significant effect. These results suggest that strengthening the committee's roles in advisory, support, liaison, and supervisory functions, alongside improving the quality and management of school facilities, can enhance parental satisfaction. The novelty of this study lies in its simultaneous examination of school committee involvement and facilities within the elementary education context, offering a new perspective on improving educational service quality in regional public schools.*

**Keywords:** Committee role, school facilities, parent satisfaction, elementary schools.

### A. INTRODUCTION

The quality of human resources is greatly influenced by the successful management of educational institutions, where schools, as formal institutions, are responsible for creating an effective and conducive learning environment. One indicator that can be used to assess school managerial performance is the level of parental satisfaction. Kotler & Keller (2021) define satisfaction as a person's feeling or response, whether happy or disappointed, resulting from comparing a product or service to their expectations. In the school context, parental satisfaction is closely related to the fulfillment of their expectations regarding school services and management.

Two important factors that potentially influence parental perceptions and satisfaction are the role of the school committee and the availability and management of facilities. The school committee plays a strategic role in strengthening the relationship and communication between the school and parents. According to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 75 of 2016, the committee plays a role in providing input, support, supervising, and bridging the relationship between the school and the community. However, in practice, challenges remain, such as low levels of parental participation and suboptimal committee function, which can impact community trust in the school.

Learning facilities are everything needed in the teaching and learning process, both mobile and non-mobile, to ensure the smooth, orderly, effective, and efficient achievement of educational goals (Hasan et al., 2024). Facilities play a crucial role in supporting the smooth running of the learning process. If these facilities are not properly maintained or utilized optimally, the effectiveness of school management can be compromised.

The research gap in this study lies in the fact that previous research has largely focused on teacher performance, service quality, or school accreditation as determinants of parent satisfaction. Only a few studies have simultaneously examined the role of school committees and school facilities in influencing parent satisfaction, particularly in the context of public elementary schools in the region.

The urgency of this research is further strengthened by the empirical situation at Pekuncen Elementary School, Pasuruan City, which shows an annual increasing trend in student numbers. Based on school data, the number of students continues to increase, as shown in the following table:

**Table I.** Number of Students at SDN Pekuncen, Pasuruan City (2022–2025)

School Year	Number of Students
2022/2023	713
2023/2024	714
2024/2025	716

Source: UPT SDN Pekuncen, 2025.

This steady growth demonstrates strong public trust in the school. However, despite this positive trend, school facilities remain underutilized, and the involvement of the school committee in its managerial functions remains suboptimal. Therefore, this study is important to determine the extent to which the school committee and the availability of school facilities influence parent satisfaction, while also providing practical recommendations for improving the quality of educational services in public elementary schools.

This study was conducted at Pekuncen Elementary School, Pasuruan City, using a quantitative approach through multiple linear regression analysis. The focus of this study was to analyze the influence of the role of the school committee and school facilities on parent satisfaction and to answer questions regarding the significant relationship between the two variables. The results of this study are expected to contribute to the development of the quality of school management, particularly in optimizing the function of committees and facility management, while enriching scientific studies on factors that influence stakeholder satisfaction in basic education.

## **B. THEORETICAL**

### **Parental Satisfaction in Educational Service Quality**

According to Kotler and Keller (2021), satisfaction reflects an individual's emotional response whether positive or negative resulting from a comparison between expectations and actual performance. In school management, parental satisfaction is crucial for maintaining strong collaboration between schools and parents, contributing to effective educational governance. Mossi et al. (2019) proposed six indicators of parental satisfaction, including the learning process, outcomes, educational effectiveness, prosumership, flexibility, and completeness of facilities. However, this study focuses on five indicators learning outcomes, effectiveness, prosumership, flexibility, and facilities since preliminary interviews revealed that the teaching and learning process at SDN Pekuncen already operates effectively and is not a key determinant of satisfaction.

To further explain the relationship between school facilities, committee roles, and parental satisfaction, this study adopts the SERVQUAL model developed by Parasuraman, Zeithaml, and Berry (1988). The model encompasses five dimensions: tangibles (facilities and infrastructure), reliability (service consistency), responsiveness (quick response to parents' needs), assurance (trust in educational quality), and empathy (attention to parents' aspirations). Integrating Mossi et al.'s satisfaction indicators with SERVQUAL provides a structured understanding of how service quality dimensions influence parental satisfaction, reinforcing that effective committee roles and adequate facilities are pivotal in enhancing parent trust and satisfaction levels.

### **The Role of the School Committee**

According to Ministerial Regulation of the Ministry of Education and Culture No. 75 of 2016, a school committee is an independent institution consisting of parents or guardians, the school community, and community leaders who care about education. Its main role is to support the improvement of educational service quality through advisory, supporting, controlling, and mediating functions. The committee provides input in policy formulation, assists in resource

mobilization, supervises educational service implementation, and serves as a bridge between schools and the community (Kemdikbud, 2016).

In practice, the effectiveness of a school committee depends on its active participation and collaboration with school management. Research by Slamet and Rahmawati (2020) shows that well-functioning committees contribute significantly to school transparency, accountability, and parental satisfaction. Similarly, Hasanah (2022) emphasizes that committee engagement fosters shared responsibility between schools and parents, enhancing trust and educational outcomes. Therefore, strengthening committee capacity and institutional support is essential to ensure that schools can deliver equitable and quality education services in line with community expectations.

### **School Facilities**

Educational facilities play a vital role in supporting the effectiveness of the teaching and learning process. According to Habsyi (2020), facilities in education encompass all physical resources that facilitate learning, such as classrooms, libraries, laboratories, and practical areas that enhance student engagement. These facilities not only function as learning tools but also create a conducive environment that encourages creativity, comfort, and student motivation. As noted by Hasnadi (2021), adequate and well-managed facilities are essential for achieving institutional goals and improving the overall quality of education.

Fathoni and Sobandi (2020) highlight that the quality of school facilities can be assessed through several aspects, including building condition, classroom adequacy, library functionality, the availability of learning media, and the use of teaching aids. Schools with well-maintained infrastructure and sufficient learning materials tend to achieve higher student satisfaction and learning outcomes. Therefore, continuous improvement and optimal utilization of educational facilities are key strategies to ensure that schools can provide equitable, high-quality, and sustainable learning environments.

### **Research Hypotheses**

*H1: The role of the school committee and school facilities simultaneously have a significant effect on parent satisfaction.*

*H2: The role of the school committee has a significant effect on parent satisfaction*

*H3: School facilities have a significant effect on parent satisfaction*

## **C. METHODOLOGY**

This study employs explanatory quantitative research, aimed at identifying and explaining causal relationships between independent and dependent variables (Sugiyono, 2020). Data were collected in numeric form through structured questionnaires and analyzed using statistical techniques to determine the extent of

influence among variables. The population consisted of all 715 parents of active students at Pekuncen Elementary School, Pasuruan City, in the 2024/2025 academic year. A combination of proportional random sampling and purposive sampling was applied to ensure representative coverage of each class while selecting respondents who are directly involved in school activities but are not core members of the school committee. Using the Slovin formula with a 10% margin of error, a total of 88 respondents were selected proportionally across all classes (Sugiyono, 2021).

The research instruments consisted of a structured questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), designed based on indicators of the independent variables (school committee role and school facilities) and the dependent variable (parent satisfaction). Prior to data collection, validity and reliability tests were conducted to ensure instrument quality and accuracy. Respondent criteria included parents of active students who were actively engaged in school activities and willing to provide complete responses, ensuring that the data reflected authentic parental experiences.

Data analysis was conducted using descriptive statistics, multiple linear regression, coefficient of determination ( $R^2$ ), and classical assumption tests, including normality, multicollinearity, heteroscedasticity, linearity, and autocorrelation. Hypothesis testing was performed using F-tests for simultaneous effects and t-tests for partial effects to examine the influence of school committee roles and school facilities on parental satisfaction.

Table 2. Research variables, indicators, and instruments

Variable	Indicator	Instrument/Measurement	Reference
School Committee Role (X1)	Advisory function, supporting function, controlling function, mediating function	Questionnaire items on 5-point Likert scale	Slamet & Rahmawati, 2020
School Facilities (X2)	Building condition, classroom adequacy, library functionality, media/teaching aids, textbooks availability	Questionnaire items on 5-point Likert scale	Habsyi, 2020; Hasnadi, 2021; Fathoni & Sobandi, 2020
Parent Satisfaction (Y)	Learning outcomes, educational effectiveness, prosumership, flexibility, completeness of facilities	Questionnaire items on 5-point Likert scale	Kotler & Keller, 2021; Mossi et al., 2019

D. RESULTS AND DISCUSSION

Classical Assumption Test Results

Normality Test

Tabel 3. Kolmogorov-Smirnov normality test results

Criteria	Value	Description
Asymp. Sig. (2-tailed)	0.200	Residuals are Normally Distributed

Source: Processed primary data, 2025

Judging from the findings from the normality assessment output above, it shows that the Sig. value is  $0.200 > 0.05$ , so it can be concluded that the research data is normally distributed.

Multicollinearity Test

Table 4. Multicollinearity test

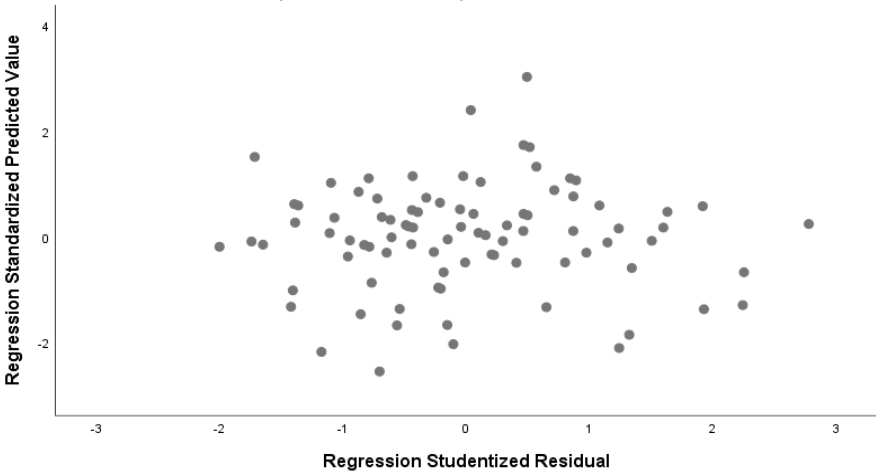
Variable	Collinearity Statistics		Information
	Tolerance	VIF	
Role of the Committee (X1)	0,605	1.654	No Multicollinearity Occurs
School Facilities (X2)	0,605	1.654	No Multicollinearity Occurs

Source: Processed primary data, 2025

Judging from table 4, the tolerance value of the Committee Role variable (X1) and the School Facilities variable (X2) is  $0.605 > 0.1$ . Meanwhile, the VIF value of the Committee Role variable (X1) and the School Facilities variable (X2) is  $1.654 < 10$ , therefore, it may be concluded indicating the absence of multicollinearity in the regression model.

Heteroscedasticity Test

Figure 1. Heteroscedasticity test



Source: Processed primary data, 2025

Judging from figure 1, it is evident that there is no heteroscedasticity, as it meets the requirements. That is, the data points are distributed both above and below around the number 0 on the Y-axis. There is no specific regular formation among the points, such as wavy, widening, narrowing, or clustering only above or below. Therefore, it may be inferred that there is no heteroscedasticity.

#### Linearity Test

**Table 5.** Linearity deviation committee roles & school facilities

Relationship between variables	Deviation From Linearity		Information
	Sig.	Alpha	
Committee Role Relationship (X1) with Parental Satisfaction (Y)	0,778	0,05	Linear
School Facilities Relationship (X2) with Parental Satisfaction (Y)	0,244	0,05	Linear

Source: Processed primary data, 2025

Judging from table 5, the significance value of the deviation from linearity for the committee role variable (X1) is  $0.778 > 0.05$ . The significance value of the deviation from linearity for the School Facilities variable (X2) is  $0.244 > 0.05$ . It may be inferred that a linear association exists between the committee role variable and parent satisfaction.

#### Autocorrelation Test

**Table 6.** Autocorrelation test with durbin-watson

Criteria	d	Du	4-dU	Information
durbin watson (d)	1.895	1,699	2,301	No autocorrelation occurs

Source: Processed primary data, 2025

Judging from table 6, the Durbin-Watson value is 1.895. The comparison employs significance value of 5%, the number of samples is 88 (n), and along with the total count of independent variables is 2 ( $k = 2$ ), so in the Durbin-Watson table the dU value will be 1.6999. Because the d value of 1.895 is greater than the limit (dU) of 1.6999 and less than 4 - 1.699 (2.301), so it meets the tester's criteria where  $dU < d < 4 - dU$ , namely  $1.699 < 1.895 < 2.301$ . It may be inferred that the data within this regression model is declared unrestricted from autocorrelation.

#### Multiple Regression Analysis

**Table 6.** Multiple linear regression analysis output

Variable Dependen	Variable Independen	Unstandardized Coefficients		Sig.
		B	Std.Error	
Role of the Committee (X1)	Parental	0.224	0,049	0,000
School Facilities (X2)	Satisfaction	0.347	0,466	0,000
(Constant)		10.615	2,463	0,000

Source: Processed primary data, 2025

Judging from the output over, which is the result of multiple linear regression, the results are known presented as of coefficients in multiple regression analysis. Based on the unstandardized coefficients B in the table above, the equation of regression formed is:

$$Y = 10.615 + 0,224 X1 + 0,347 X2 + e$$

Referring to the multiple regression equation mentioned earlier, the explanation is as follows:

- The positive intercept coefficient value is 10.615. This positive constant coefficient assumes that the independent variables of committee role (X1) and school facilities (X2) are constant, so that the value of parent satisfaction (Y) is 10.615.
- The magnitude of the regression coefficient committee role (X1) is 0.224 with a positive sign, indicating that when the committee role (X1) rises by a single unit, it will parent satisfaction (Y) is expected to rise by 0.224, provided that other variables are constant or 22.4%.
- The magnitude of the regression coefficient school facilities (X2) is 0.347 with a positive sign, indicating that when school facilities (X2) increase by one unit, then parent satisfaction (Y) is expected to rise by 0.347, provided that other variables are constant or 34.7%.

### Coefficient of Determination Test ( $R^2$ )

Table 7. Coefficient of determination Test ( $R^2$ )

Variable Independen	Variable Dependen	R	R Square
Role of the Committee (X1) School Facilities (X2)	Parental Satisfaction	0,728	0,612

Source: Processed primary data, 2025

Judging from table 7, it may be stated that the value of R Square equals 0.612 or 61.2%, which means that the parent satisfaction variable can be explained by 61.2% by the committee role and school facilities variables. The remaining 38.8% is explained by other unknown variables not included in this regression analysis.

### Hyphotehesis Testing

Simultaneous F Test

Table 8. Simultaneous F test

Variable Independen	Variable Dependen	Fhitung	Ftabel	Sig.	Information
Role of the Committee (X1) School Facilities (X2)	Parental Satisfaction	66,974	3,10	0.000	Ha on the first hypothesis (accepted)

Source: Processed primary data, 2025



Judging from table 8, the findings obtained are showing that the F count value is  $66.974 > F$  table 3.10 and has a significance value of  $0.000 < 0.05$ , so it is concluded that  $H_0$  in the first hypothesis is declined and  $H_a$  in the the initial hypothesis is approved, which means that the committee role and school facilities variables exert a substantial influence simultaneously upon the satisfaction of parents of UPT SDN Pekuncen Kota Pasuruan students.

Simultaneous t-test

**Table 9.** Simultaneous t-test

Variable Independen	Variable Dependen	thitung	ttabel	Sig.	Information
Role of the Committee (X1)	Parental Satisfaction	4,610	1,988	0,000	Ha on the first hypothesis (accepted)
School Facilities (X2)		5,357		0,000	

Source: Processed primary data, 2025

Judging from Table 9, the following results are obtained.

- 1) The committee role variable (X1) has a Tcount value of  $4.610 > \text{Given}$  that the T-table is 1.988 and the significance value is  $0.000 < 0.05$ , it can be stated that  $H_0$  in the second hypothesis is rejected and  $H_a$  in the next hypothesis is accepted, which means showing that committee role demonstrates a substantial effect regarding the satisfaction of parents of UPT SDN Pekuncen, Pasuruan City.
- 2) The School Facilities variable (X2) has a t-value of  $5.357 > \text{t-table}$  1.988 and a significance value of  $0.000 < 0.05$ , so the results show that  $H_0$  in the third hypothesis is rejected and  $H_a$  in the third hypothesis is accepted, which shows that school facilities have a significant effect on the satisfaction of parents of UPT SDN Pekuncen, Pasuruan City.

## DISCUSSION

This study shows that the influence of the school committee and school facilities exerts a substantial simultaneous impact on parent contentment with the UPT SDN Pekuncen, Pasuruan City. This is proven through the F-statistic test with an obtained F value of  $66.974 > F$ table 3.10 with a significance level of  $0.000 < 0.05$ . The R-squared value of 61.2% indicates that the parent satisfaction variable can be explained by the role of the committee and school facilities, whereas the remaining portion is affected by external variables the model.

Partially, the committee's role also significantly influences parent satisfaction (Thitung  $4.610 > 1.988$ ; sig.  $0.000 < 0.05$ ) with an average satisfaction score of 3.63 (satisfied category). The highest indicator is found in the committee's function as a controlling and advisory body, which shows the importance of the

committee's contribution in supervising and providing input on the quality of education.

School facilities were also proven to have a significant partial influence (Thitung 5.537 > 1.988; sig. 0.000 < 0.05), although with a mean value score of 3.38 that falls within the "quite satisfied" classification. The lowest rated facility aspect was the library's functionality, while the best aspect was the optimization of learning media. This finding indicates that although some facilities such as learning aids in the classroom were rated good, library and classroom facilities still need improvement.

The findings of this research support the customer satisfaction concept of Kotler & Keller (2021), and are in line with previous studies such as by Ayu & Purba (2020) and Permatasari (2016), which stated that the facilities and role of the school have a significant influence on parent satisfaction.

According to these results, it is suggested that schools maintain the effectiveness of education and the active role of the committee, as well as continuously improve the quality of facilities, especially those that are still considered less than optimal, in order to develop a more comfortable, effective educational setting which meets the expectations of parents.

## **E. CONCLUSION**

The results of this study indicate that the roles of the committee and school facilities simultaneously have a significant positive effect on parental satisfaction at SDN Pekuncen, Pasuruan City. Parental satisfaction can largely be explained by these two variables, while other factors outside the scope of this study may also contribute.

Specifically, the committee's role positively influences parental satisfaction. The more active and effective the committee functions as a supporting, supervisory, and mediating body, the higher the satisfaction of parents. Similarly, improvements in school facilities including classroom quality, library functionality, availability of textbooks, and optimization of learning media directly enhance parental satisfaction.

In practice, these findings imply that schools should strengthen the strategic role of the committee, ensuring it goes beyond administrative tasks to actively support school oversight and development. Additionally, schools should continually upgrade facilities, especially classrooms and libraries, to create a more conducive learning environment aligned with parents' expectations. Future improvements should also consider other factors affecting parental satisfaction, such as teaching quality and school climate.

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