



## The Impact of Communication and Service Synergy on Elementary School Customer Satisfaction: A Case Study in a Private Elementary School

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**Abstract:** This study aims to analyze the influence of persuasive communication and school services on customer satisfaction at XYZ Private Elementary School in Jakarta. Using a quantitative approach and survey method, this study involved 116 parents of students through a questionnaire that had been tested for validity and reliability. Data analysis was conducted using normality tests, ANOVA, Pearson correlation, and multiple regression. The results of the study indicate that persuasive communication ( $\beta = 0.345$ ;  $p < 0.001$ ) and school services ( $\beta = 0.635$ ;  $p < 0.001$ ) significantly influence customer satisfaction, with a coefficient of determination  $R^2$  of 0.573. School services contributed effectively by 43.18%, which is greater than persuasive communication at 14.80%. These findings support the theory of Total Quality Management (TQM) and the concept of educational service quality, which emphasizes the importance of synergy between persuasive communication and excellent service. The practical implications of this study encourage schools to implement data-driven communication and service strategies to enhance parental loyalty. This research offers a novel contribution through an integrative approach between communication and service aspects as the foundation for holistic and sustainable management of educational customer satisfaction.

**Abstrak:** Penelitian ini bertujuan untuk menganalisis pengaruh komunikasi persuasif dan layanan sekolah terhadap kepuasan pelanggan di SD Swasta XYZ Jakarta. Dengan pendekatan kuantitatif dan metode survei, penelitian ini melibatkan 116 orang tua siswa melalui kuesioner yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan melalui uji normalitas, ANOVA, korelasi Pearson, dan regresi berganda. Hasil penelitian menunjukkan bahwa komunikasi persuasif ( $\beta = 0,345$ ;  $p < 0,001$ ) dan layanan sekolah ( $\beta = 0,635$ ;  $p < 0,001$ ) berpengaruh signifikan terhadap kepuasan pelanggan dengan koefisien determinasi  $R^2$  sebesar 0,573. Layanan sekolah memberikan kontribusi efektif sebesar 43,18%, lebih besar dibandingkan komunikasi persuasif sebesar 14,80%. Temuan ini mendukung teori Total Quality Management (TQM) dan konsep kualitas layanan pendidikan yang menekankan pentingnya sinergi antara komunikasi yang persuasif dan pelayanan yang prima. Implikasi praktis dari studi ini mendorong sekolah untuk menerapkan strategi komunikasi dan layanan berbasis data guna meningkatkan loyalitas orang tua. Penelitian ini menawarkan kontribusi kebaruan melalui pendekatan integratif antara aspek komunikasi dan layanan sebagai fondasi pengelolaan kepuasan pelanggan pendidikan secara holistik dan berkelanjutan.

## A. Introduction

Private primary school units in Indonesia have shown rapid growth in the last five years. Based on statistical data managed by BPS (Center for Data and Information Technology), the number of private primary schools has increased every year. In 2020, the number of private primary schools was 17,685. This figure continued to rise to 18,281 in 2021, 18,975 in 2022, 19,363 in 2023, and reached 19,750 units in 2024 (Pusdatin, 2024). In contrast, the number of public primary school education units has decreased. In the 2023/2024 academic year, 606 public primary schools were no longer active (BPS, 2024). This decrease in the number of public primary schools also has an impact on the number of graduates. When compared between 2018 and 2023, the number of graduates from public primary schools decreased by 124,112 people or equivalent to 3.46%. In contrast, graduates from private primary schools experienced a significant increase, totaling 99,038 people or 20.75%.

Public satisfaction with education services also showed a positive trend. Based on a customer satisfaction survey of stakeholders in the education sector in 2022 (Kemdikbud, 2022) involving 12,469 respondents in 34 provinces, the Community Satisfaction Index (SMI) value was 82.4. Based on the index criteria from the Ministry of PANRB No. 14 of 2017, this value is classified in the "satisfactory" category (Kementerian PANRB, 2019). The satisfaction index in the education sector is seen in students with a value of 82.6 (up 0.7), meaning that students are generally satisfied with the education services they have received. This shows a consistent positive trend in both the improvement of learning facilities, interactive teaching methods, and increased access and educational technology. Furthermore, parents of learners recorded the highest satisfaction index of 83.1 with an increase of 1.4 points. This shows that parents' perceptions of education services are quite good, especially in terms of providing education that is decent, safe, and supports children's overall development. This increase also reflects parents' increased trust in educational institutions. Contributing factors include open communication between schools and parents, as well as transparency in the learning and evaluation processes carried out by educators. Next, educators and education personnel provided satisfaction with a score of 82.3 with an increase of 2.5. This indicates a positive increase for teachers and education personnel due to improvements in work systems, facilities, administrative support or professional training. Meanwhile, the education unit management group experienced a decrease of 1.8 resulting in a score of 81.7. The decrease indicates that principals or school management teams face increasing challenges such as high administrative burdens, budget constraints, pressure from central policies or gaps between expectations and available resources.

Minister of Education and Culture Regulation No. 22/2016 on Process Standards for Primary and Secondary Education is one of the regulations that is closely related to the education quality assurance system in Indonesia (Kemendikbud, 2016). There are eight service quality indicators that are used as a basis for assessing the quality of education services. The eight standards are (1) graduate competency standards, (2) content standards, (3) process standards, (4) education assessment standards, (5) educator and education personnel standards, (6) facilities and infrastructure standards, (7) management standards, and (8)

financing standards. Each standard reflects a dimension of educational service quality that contributes to the perceptions and experiences of service users, especially parents of students in primary schools. Therefore, the services provided by schools are excellent services. Services are considered good or best if they are in accordance with applicable service standards and agencies that can satisfy customers (Nadeak, 2022). Therefore, schools are considered good or best if parents and students are satisfied with the response or fulfillment of needs provided by the school. Customer satisfaction is the level of consumer feelings after comparing what is received with what is expected (Kotler & Keller, 2016). Customers who feel satisfied with the product or service received will usually make repeat purchases or reuse it. Customer satisfaction itself is a reflection of the extent to which the experience received by consumers matches or exceeds their expectations. If the educational services provided by the school are considered satisfactory, then customer loyalty is created so that the school can be recommended by *word of mouth*. This is a positive contribution to the image of the educational institution. Thus, measuring customer satisfaction is an important indicator in assessing the effectiveness of the implementation of the National Education Standards (SNP) in primary schools, especially in private institutions that face competition based on service quality.

Based on an interview with the Principal of SD Swasta XYZ Jakarta on February 20, 2025, information was obtained that there are still a number of communication barriers between the school and parents. Some parents feel uncomfortable with the policies implemented by the school due to different views on the steps taken. In addition, the communication style used by educators and education personnel is considered to still create distance with parents, even though ideally both can establish relationships as partners in supporting children's development. This condition has an impact on the effectiveness of delivering and receiving information, and can cause reluctance in establishing open and productive communication. Therefore, it is necessary to increase the flexibility of communication from the school so that the services provided do not seem rigid. This problem is closely related to the learning process at school, which is an external factor that affects the success of students' learning. The school's ability to explain programs or activities to parents is an important aspect in building effective communication. The communication must be persuasive in nature, aiming to invite parents to understand and support school policies. In this case, the communication needed is communication that is able to build cooperation between schools and parents in assisting children's learning process. According to Erwin P. Bettinghaus (Bettinghaus, 1973; Prasetyo & Febriani, 2020), persuasive communication is a form of communication that aims to change the understanding, ideas, or attitudes of listeners so that they are influenced in their actions and views. The development of private education units, especially at the primary school level, not only demands improvements in terms of facilities, but also in *soft service* aspects, such as effective communication and customer service. In the context of education, persuasive communication plays an important role as a bridge between the institution and parents. Persuasive communication in an organization or institution has an important role in building trust, explaining policies, and shaping positive perceptions of the institution (Dainton & Zellej, 2019). When communication is done with a

persuasive approach that is empathetic and transparent, the potential for creating a cooperative relationship with parents is greater (Perloff, 2016). Communication needs to be done efficiently because good communication can prevent misunderstandings, discomfort, offense, and conflict (Zahroh, 2014). The elements of persuasive communication that are interrelated are the communicator or source of the message; the message conveyed; the audience or communicant; the media used by the communicator to convey the message, and the responses (Prasetyo & Febriani, 2020). In the context of basic education, communication between schools and parents has a strategic role in shaping customer perceptions, trust and satisfaction with educational institutions. Therefore, the communication approach taken is not only informative, but also persuasive communication so as to create a harmonious and productive relationship. One communication model that is still relevant today is the classic rhetoric model put forward by Aristotle. Aristotle emphasized that the art of communication is not just delivering messages, but also building understanding and trust through effective communication structures (Zulhafandi & Ariyanti, 2020). Aristotle's rhetorical model consists of three main pillars, namely *ethos*, *pathos*, and *logos* which play an important integrative role in explaining how messages can be accepted and believed by the audience. First, *ethos* refers to the credibility of the communicator, for example the credibility of the principal, teachers and education personnel as the key to gaining the trust of parents. This credibility can be through professional track record, institutional reputation, and an honest, open and fair communication style. Second, *pathos* relates to the communicator's ability to evoke the emotions of the audience. Schools that are able to communicate programs, values, and policies using language that is empathetic, narrative, and relevant to the audience's background. Third, *logos* emphasizes the importance of logical, rational and data-based arguments. In school-parent interactions, the *logos* approach can be demonstrated through the delivery of evidence-based information, such as student academic achievements, learning evaluation results, and child development data.

In addition, parental satisfaction is not only influenced by their children's academic results, but also by the quality of interactions and services from schools (Moran & Gareis, 2015). According to Barata (Atmadjati, 2018) states that services can refer to a series of activities that take place in direct interaction between individuals and other people or machines physically, and aim to provide satisfaction to customers. Generally, educational services will be better if the facilities at the school are available in good and complete condition (Arbangi et al., 2016). Barata (2003) outlines that service consists of six components. These components are known as the "6 as of Service" which include *Ability*, *Attitude*, *Appearance*, *Attention*, *Action*, and *Accountability*. First, *Ability* reflects the extent to which part of the service providers in schools such as principals, teachers, and staff have professional competence and understanding of the education program being run. This ability has a direct impact on parents' trust especially in the quality of the teaching and learning process. Secondly, *Attitude* emphasizes the importance of a proactive, friendly, and empathetic attitude in building relationships with customers. A positive attitude from service providers not only increases comfort, but also creates a good impression in meeting the needs of parents and students.

Third, *Appearance* which is the visual aspect of service, such as neatness of staff, clean and safe school environment, and professional appearance. A good appearance can create a positive first impression and strengthen the institution's image. Fourth, *Attention* describes how much attention individual schools pay in listening to the needs and handling complaints of parents. A quick and empathetic response shows that the school really cares about the comfort of service users. Fifth, *Action* emphasizes the importance of follow-up on input or needs submitted by customers. Schools that are able to show quick and solutive action in solving problems will be assessed as responsive and responsible agencies. Sixth, *Accountability* reflects the transparency and responsibility of the school in every service provided. Accountability is shown through openness in evaluation, recognition of shortcomings, and systematic efforts to improve service quality on an ongoing basis. Service quality in educational institutions, including private primary schools, does not only depend on direct interactions between service providers and customers, both parents and students, but is also influenced by various internal organizational factors. According to [Kasmir \(2017\)](#), service quality is influenced by seven important factors that reflect systemic readiness and human resources in providing excellent service. First, the number of workers involved will determine the extent to which the institution is able to serve customers efficiently. In the context of educational institutions such as schools, it is necessary to pay attention to the ratio between teachers and students as an important indicator in ensuring the quality of learning interactions and non-academic services. Secondly, the knowledge and skills of the workforce, especially teachers and school staff as the main foundation in ensuring service quality. Pedagogical quality, communication skills, and an understanding of children's psychological needs and parents' expectations also determine perceptions of the services provided. Third, work motivation determines the enthusiasm and dedication of employees in carrying out their duties. Highly motivated educators tend to provide more sincere, friendly and proactive services to students and parents. Fourth, leadership factors also play an important role in shaping service behavior. The principal's leadership as a superior who is able to provide direction, positive influence, and role models will encourage the creation of a quality-oriented work culture. Fifth, the organizational system and culture applied by schools differentiate the character of services between institutions. Values such as integrity, collaboration, and excellent service embedded in the organizational culture can strengthen the school's identity and image in the eyes of the community. Sixth, the fulfillment of employee needs also has an impact on morale and staff satisfaction. Schools that pay attention to the welfare of their teachers and education personnel through incentives, recognition or professional support will create a work environment conducive to optimal service. Seventh, adequate facilities and infrastructure such as classrooms, learning facilities and administrative systems can create a quality learning experience for students, as well as convenience for parents in accessing school information and services. By paying attention to these seven factors, private primary schools can build a foundation of excellent and sustainable education services. The implementation of these principles is also key in improving customer satisfaction as a reflection of the effectiveness of education service management.

As for previous research by [Brinia et al \(2022\)](#) which states that there is a positive relationship between efficient communication and teachers' perspectives on school success. A good communication system in educational institutions acts as the main driver for optimizing school performance, so communication is a crucial aspect in increasing the effectiveness of educational organizations. Furthermore, [Fatmawati et al \(2018\)](#) emphasized the importance of the principal's role in conveying information to all school members, either directly (face-to-face) or through digital media such as WhatsApp groups. Communication is done through verbal (oral and written) and nonverbal messages, such as setting an example in attitude. Communication obstacles arise when there are teachers or staff who do not have the attitude and motivation as expected by the principal. However, effective communication can be supported by the openness of the principal, a sense of family, and socialization of the school's vision and mission. Research by [Hadiati et al \(2022\)](#) also showed that SMK Bina Latih Karya has implemented *Total Quality Management (TQM)*-based management that focuses on system improvement and customer satisfaction. Supporting factors for the successful implementation of TQM include the commitment of all elements of the school, including the foundation and committee. Meanwhile, the obstacles faced include indiscipline in fulfilling administrative obligations by students and staff. Meanwhile, [Sastradiharja & Kurniasari \(2022\)](#) revealed that excellent service by principals, teachers, and administrative staff in interacting with parents had a positive correlation with their satisfaction. These services include good communication, responsiveness to needs, and utilization of information technology, especially during the pandemic. This good service has an impact on increasing parents' loyalty to the school.

This research has the novelty of integrating the synergy between communication and service as a unit that can have a direct effect on elementary school customer satisfaction, namely in parents of students as users of educational services. An in-depth case study approach at XYZ Private Elementary School can make it possible to explore the real synergy between persuasive communication and school services perceived by parents contextually. This study aims to (1) Analyze the effect of persuasive communication on customer satisfaction. (2) Analyze the effect of service quality on customer satisfaction. (3) Assess the impact of synergy between persuasive communication and service quality on customer satisfaction.

## B. Method

This research was conducted from January to May 2025 using a quantitative approach and survey method. The subjects of this study amounted to 116 respondents who were parents of students at XYZ Private Elementary School Jakarta. In addition to distributing questionnaires, this research data was also obtained through interviews with the principal of XYZ Jakarta Private Elementary School. The purpose of this research is to test the relationship between variables in accordance with certain theories ([Creswell, 2009](#)). Customer satisfaction is the dependent variable, while persuasive communication and school services are the independent variables. These variables were measured by instruments and analyzed using descriptive statistical procedures with the help of the IBM SPSS Statistics 25 application.

Before distributing questionnaires to respondents, researchers first conducted validity tests and reliability tests with 32 respondents. The validity test is carried out to determine the validity and accuracy of the data to be measured. Furthermore, the data is analyzed to determine the reliability of the measuring instrument which can be declared good for use as a data collection tool (Abubakar, 2021). In analyzing the data, researchers carried out several stages, namely normality test, linearity test, regression meaningfulness test, as well as hypothesis testing, coefficient of determination ( $R^2$ ) test and effective contribution of each predictor variable.

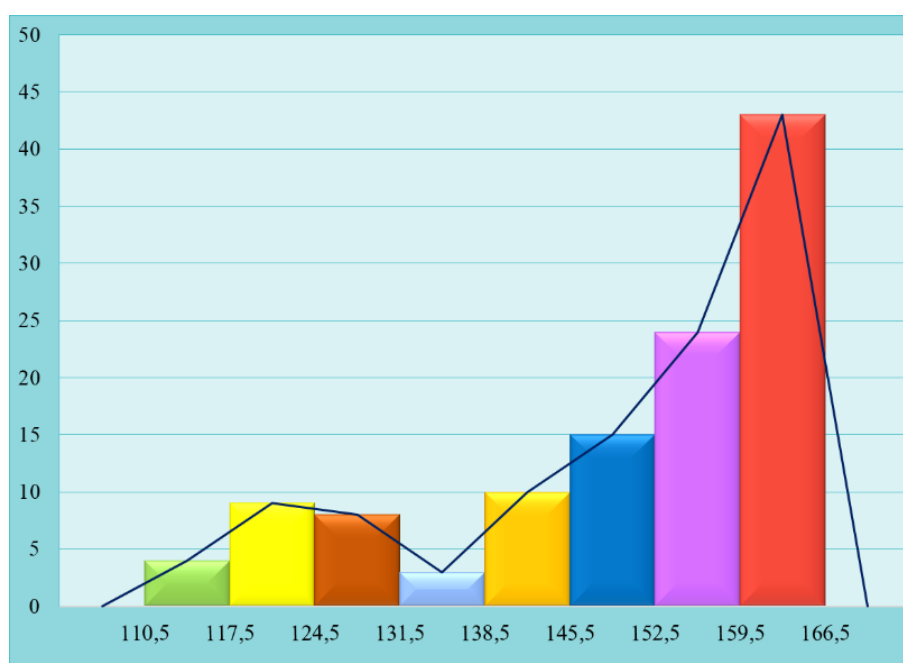
### C. Result

The data in this study were obtained through distributing questionnaires to 116 respondents consisting of parents or guardians of students at XYZ Private Elementary School Jakarta. The analysis process was carried out systematically to describe the characteristics of respondents based on relationship status with students, gender, age range, and sources of information used in recognizing school institutions. Furthermore, data distribution analysis was conducted on each variable as well as statistical testing which included normality, linearity, regression, and hypothesis testing. The purpose of this series of analyses is to identify the extent of the contribution of each independent variable, namely persuasive communication and school services to the dependent variable, namely customer satisfaction. The findings of this study are presented quantitatively through tables, histogram and polygon graphs, as well as in-depth inferential analysis as follows.

**Table 1.** Respondent Characteristics

<b>Characteristic</b>	<b>(N)</b>	<b>(%)</b>
<b>Status</b>		
Parents of students	113	97.4
Guardians of students	3	2.6
<b>Gender</b>		
Female	95	81.9
Male	21	18.1
<b>Age</b>		
21-30 years old	5	4.3
31-40 years old	64	55.2
41-50 years old	43	37.1
51-60 years old	4	3.4
<b>Source of Information</b>		
Personal Relationships (Family/Friends/Teachers)	70	60.3
Institutions/Organizations	20	17.2
Digital Information Sources (Website/Instagram/News Media)	11	9.5
Direct Experience (Graduates)	14	12.1
Location	1	0.9

Based on the data in Table 1, the majority of respondents in this study were parents of students, as many as 113 people (97.4%). Meanwhile, only 3 respondents (2.6%) were student guardians. This shows that most of the decision makers related to children's education at XYZ Jakarta Private Primary School are biological parents, not student guardians. In terms of gender, 95 respondents (81.9%) were female, while only 21 respondents (18.1%) were male. This finding indicates that mothers are more involved in their children's education, including in evaluating school services and communication. In terms of age, most respondents were in the 31-40 years range, totaling 64 people (55.2%). The 41-50 age group came next with 43 respondents (37.1%). There were only 5 respondents aged 21-30 years (4.3%), and 4 respondents aged 51-60 years (3.4%). This data indicates that the majority of respondents are at a productive age and mature in making decisions about their children's education. Furthermore, based on the source of information about XYZ Jakarta Private Elementary School, the majority of respondents knew the school through personal relationships such as family, friends, or teachers, as many as 70 people (60.3%). A total of 20 respondents (17.2%) obtained information from institutions or agencies, such as previous schools, places of worship, or tutoring institutions. Meanwhile, 11 respondents (9.5%) learned about the school through digital media such as websites, social media, and online news platforms managed by the school. There were 14 respondents (12.1%) who were school alumni, while only 1 respondent (0.9%) knew the school based on strategic location considerations. This data shows that informal information channels through personal relationships play an important role in disseminating information about the school.



**Figure 1.** Histogram and Polygon of Customer Satisfaction

Based on the figure displaying the histogram and polygon of customer satisfaction at XYZ Jakarta Private Primary School, most respondents gave a satisfaction score in the 159.5

interval with the highest number of respondents close to 45 people. This shows that the general level of customer satisfaction is in the high category. The data distribution forms a *positively skewed* pattern with the frequency increasing gradually until it peaks at higher scores. This finding indicates that most parents are satisfied to very satisfied with the school's services, which can be an indication of the success of the school's communication and services in building good relationships with education customers.

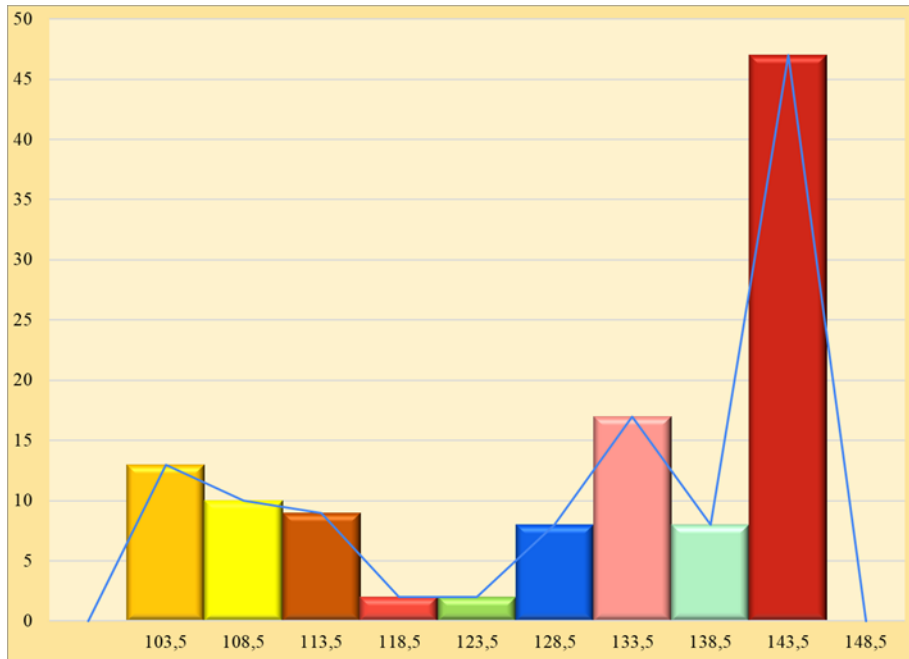


Figure 2. Histogram and Polygon of Persuasive Communication (X<sub>1</sub>)

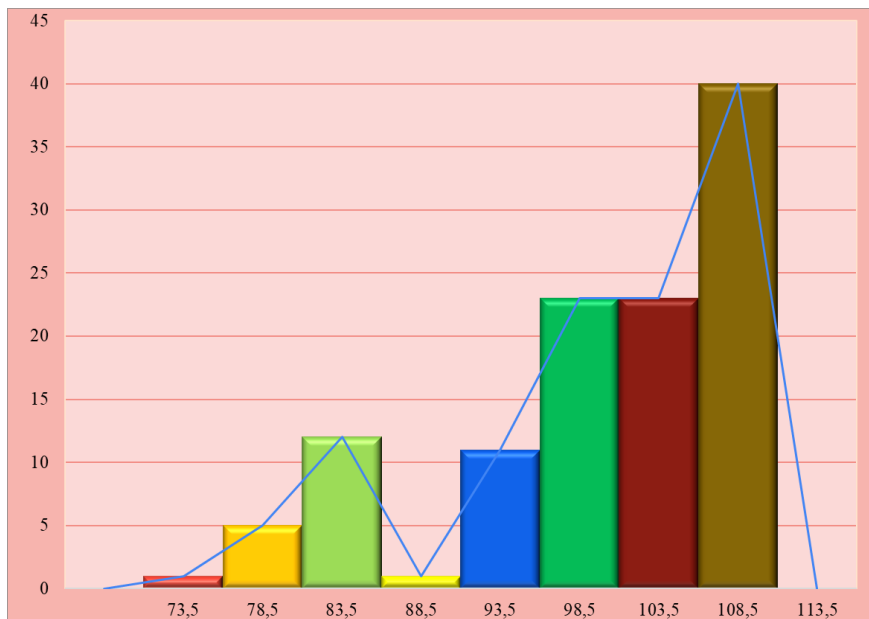


Figure 3. Histogram and School Service Polygon (X<sub>2</sub>)

Based on the figure, it is known that the interval with a score of 143.5 has the highest number of frequencies, which is close to 50 respondents. This shows that most respondents rated the persuasive communication carried out by the school as being in the very good category. The data distribution shows a *positively skewed* trend with the frequency increasing gradually until it peaks at a high score, then declines sharply. The frequency polygon makes it clear that there is an increasing trend in respondents' perceptions of school communication effectiveness with a significant peak at the highest score and only a few respondents giving low scores. This data reflects that the school's persuasive communication strategies have been effective in conveying information, responding to questions, and establishing interpersonal relationships with parents. In addition, there are ways to build education customer satisfaction and trust, namely by conducting directed, empathic and informative communication.

Based on the figure which shows histograms and polygons related to school service quality at XYZ Jakarta Private Elementary School. The graph shows that the highest frequency is in the interval 108.5, with the number of respondents reaching around 40 people. This indicates that the majority of parents give a very high assessment of the services provided by the school. The data distribution forms a *positively skewed* pattern with a tendency to increase the number of respondents in the higher score categories. This indicates that the quality of school services in terms of facilities, comfort, speed of response, and attention to the needs of students and parents has been perceived optimally by most respondents.

**Table 2.** Kolmogorov-Smirnov Test Results

Variable	Sig.	Description
Customer Satisfaction (Y) with Persuasive Communication ( $X_1$ )	0.118	0.118 > 0.005 (Normal)
Customer Satisfaction (Y) with School Services ( $X_2$ )	0.140	0.140 > 0.005 (Normal)
Customer Satisfaction (Y) with Persuasive Communication ( $X_1$ ) and School Services ( $X_2$ )	0.311	0.311 > 0.005 (Normal)

Based on the results of the Kolmogorov-Smirnov Test, it is found that all research variables have a significance value above 0.05 (5%), namely a value of 0.118 on the variable satisfaction with persuasive communication, a value of 0.140 on school services, and a value of 0.311 for both combined. Thus, the data from the three variables are declared normally distributed data and meet the assumptions for further parametric analysis.

**Table 3.** Analysis of Variance (ANOVA) for Significance and Linearity Tests of Regression Y on  $X_1$

Source of Variation	df	SS	MS	$F_{calc}$	$F_{Tab\alpha = 0.05}$
Total	115	25491.543	-	-	-
Linearity (Coefficient a)	1	4694.026	4694.026	24.368	3.94
Regression (b/a)	1	4694.026	4694.026	25.730	3.92

Source of Variation	df	SS	MS	F <sub>calc</sub>	F <sub>Tab</sub> α = 0.05
Residual (S)	91	17529.213	192.629	-	-
Deviation from Linearity	23	3268.304	142.100	0.738	1.74
Error (Within Groups)	63	20797.517	182.434	-	-

Based on the results of the analysis of variance (ANOVA) to test the significance of the regression between persuasive communication variables ( $X_1$ ) on customer satisfaction ( $Y$ ), at a significance level of  $\alpha = 0.05$ , the  $F_{\text{count}}$  value of 25.730 is greater than  $F_{\text{table}}$  of 3.92. This shows that the regression model formed is statistically significant, so it can be concluded that persuasive communication has an effect on customer satisfaction. Furthermore, in testing the linearity of the relationship between these variables,  $F_{\text{count}}$  is 0.738, while  $F_{\text{table}}$  is 1.74 with a degree of freedom (df) numerator of 23 and denominator of 91. From this it can be concluded that  $F_{\text{count}} < F_{\text{table}}$ , it can be concluded that the relationship between persuasive communication and customer satisfaction is linear so that the linear regression model is suitable for use in this study.

**Table 4.** Analysis of Variance (ANOVA) for Significance and Linearity Tests of Regression Y on  $X_2$

Source of Variation	df	SS	MS	F <sub>calc</sub>	F <sub>Tab</sub> α = 0.05
Total	115	25491.543	-	-	-
Linearity (Coefficient a)	1	11800.417	11800.417	105.394	3.94
Regression (b/a)	1	11800.417	11800.417	98.257	3.92
Residual (S)	90	10076.827	111.965	-	-
Deviation from Linearity	24	3614.299	150.596	1.345	1.68
Error (Within Groups)	114	13691.126	120.098	-	-

Based on the results of the analysis of variance (ANOVA), the  $F_{\text{count}}$  value of 98.257 was obtained to test the significance of the effect of school service variables ( $X_2$ ) on customer satisfaction ( $Y$ ). This value has a value greater than  $F_{\text{table}}$  of 3.92 at the significance level  $\alpha = 0.05$ . Therefore, it can be concluded that there is a statistically significant influence between school services and customer satisfaction. Thus, the regression model is significant and can be used in further analysis. Furthermore, the linearity test results show that  $F_{\text{count}}$  is 1.345 with  $F_{\text{table}}$  of 1.68 at the significance level  $\alpha = 0.05$  with a numerator degree of freedom of 24 and a denominator of 90. From this,  $F_{\text{count}} < F_{\text{table}}$ , the relationship between the variables of school services and customer satisfaction can be declared linear so that the linear regression model is considered feasible to use in this study.

**Table 5.** Results of Pearson's Bivariate Correlation Test

Variable	Customer Satisfaction	
Persuasive Communication	Pearson Correlation	.429**
	Sig. (2-tailed)	.000
	N	116
School Services	Pearson Correlation	.680**
	Sig. (2-tailed)	.000
	N	116

Based on the results of the Pearson bivariate correlation test, it is obtained that the persuasive communication variable ( $X_1$ ) has a correlation with customer satisfaction ( $Y$ ), namely  $r$  of 0.429 with a significance level of  $p = 0.000 (<0.05)$ . This shows that there is a positive and significant relationship between persuasive communication and customer satisfaction. Based on Cohen's (1988) classification, the correlation value is included in the *medium correlation* category. Meanwhile, the correlation test results between school services ( $X_2$ ) and customer satisfaction ( $Y$ ) show an  $r$  value of 0.680 with  $p = 0.000 (<0.05)$ . This result indicates that there is a positive and significant relationship between the two variables, with the strength of the correlation being in the *strong correlation* category according to Cohen (1988). Thus, both persuasive communication and school services have a relevant role in shaping customer satisfaction in private primary schools.

**Table 6.** Hypothesis Test Results

Effect	Regression Coefficient ( $\beta$ )	$T_{\text{calc}}$	$T_{(\text{tab})}$ ( $\alpha=0.05$ , $df=113$ )	Sig.	Description
Customer Satisfaction ( $Y$ ) with Persuasive Communication ( $X_1$ )	.345	5.613	1.981	.000	Significantly positive
Customer Satisfaction ( $Y$ ) with School Services ( $X_2$ )	.635	10.320	1.981	.000	Significantly positive
Customer Satisfaction ( $Y$ ) with Persuasive Communication ( $X_1$ ) and School Services ( $X_2$ )		$F = 78.027$	$F_{\text{table}} (2,113) \approx 3.08$	.000	Simultaneously significant

Based on the partial regression test results, it is known that persuasive communication ( $X_1$ ) has a significant effect on customer satisfaction ( $Y$ ) with a regression coefficient ( $\beta$ ) of 0.345. Furthermore, obtained  $T_{\text{count}}$  of 5.613 and a significance value of  $p = 0.000 (<0.05)$ . From these data, it is known that  $T_{\text{count}} > T_{\text{table}} (1.981)$ . Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. That is, there is a significant positive influence between persuasive communication and customer satisfaction. Furthermore, the school service variable ( $X_2$ ) also shows a significant influence on customer satisfaction ( $Y$ ) with a regression coefficient ( $\beta$ ) of 0.635. The data shows that  $T_{\text{count}}$  is 10.320 and  $p = 0.000 (<0.05)$ . From these data,  $T_{\text{count}} > T_{\text{table}} (1.981)$  so that  $H_0$  is again rejected and  $H_1$  is accepted. This means that there is a significant positive effect of school services on customer satisfaction. Next, simultaneous hypothesis testing through multiple linear regression analysis, obtained  $F_{\text{count}} = 78.027$  with  $F_{\text{table}} (df = 2,113)$  of 3.08 and a significance value of  $p = 0.000 (<0.05)$ . From the data presented,  $F_{\text{count}} > F_{\text{table}}$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This shows that persuasive communication ( $X_1$ ) and school services ( $X_2$ ) together (simultaneously) have a significant effect on customer satisfaction ( $Y$ ).

**Table 7.** Calculation of Effective Contribution (SE) of Predictor Variables

Variable	Regression Coefficient ( $\beta$ )	Correlation Coefficient (r <sub>xy</sub> )	Effective Contribution
Persuasive Communication ( $X_1$ )	.345	.429	14.80%
School Service ( $X_2$ )	.635	.680	43.18%

Based on the results of multiple regression analysis, it is known that both predictor variables, namely persuasive communication ( $X_1$ ) and school services ( $X_2$ ) play a role in making a significant contribution to customer satisfaction. This is indicated by the standardized beta coefficient values, namely  $\beta = 0.345$  for persuasive communication and  $\beta = 0.635$  for school services. Therefore, the effective contribution of  $X_1$  is 14.80% and the effective contribution of  $X_2$  is 43.18%.

#### D. Discussion

Quality is an absolute value that reflects the level of excellence of a product or service. The concept of quality is relative to customer perception, because quality is assessed based on the expectations, needs, and experiences of its users. Thus, customer involvement in determining the quality of a service or product is crucial for producers or service providers in aligning their offerings with consumer expectations. According to Oliver (1997), customer satisfaction is a pleasant emotional condition when individuals realize that their needs, wants, and goals have been met. Satisfaction can be defined as how the customer feels about the result. Cronin and Taylor (Nurkolis, 2003) assert that there is a close correlation between service quality and satisfaction levels. In the context of education, this requires schools to pay close attention to whether students feel comfortable in the learning process, and encourage service providers to continuously improve quality in order to foster sustainable satisfaction. Schools as service organizations operate in a model of direct interaction between service providers and recipients. Therefore, service quality in education is determined by the customer's direct experience of the service received. The characteristics of educational services also require timeliness and accuracy in implementation, as well as continuous quality control, both before and during the service process. Feedback is an important element in evaluating customer satisfaction and measuring the performance of educational services (Nurkolis, 2003). Kotler & Keller (2006) say customer satisfaction refers to a person's emotions that can be happiness or disappointment that arise when consumers compare their expectations with the results of product performance. Therefore, the level of customer satisfaction is closely related to product performance or quality. If the results obtained are lower than expectations, dissatisfaction will arise; conversely, if they exceed expectations, the customer will feel very satisfied.

Based on Table 1. the characteristics of respondents who participated in this study include aspects of status, gender, age, and sources of information related to private elementary schools. In the status aspect, most respondents are parents of students with a total

of 113 respondents or 97.4%. Meanwhile, only 3 respondents (2.6%) were student guardians. This shows that the data obtained is more dominant from parents directly, so that it can provide a representative picture of the perceptions and experiences of families in their children's education. Next, in the gender category, female respondents dominated with a percentage of 81.9% (95 people), while male respondents amounted to 21 people or 18.1%. The dominance of female respondents indicates that women have the main role in decision-making and communication related to children's education at primary school level. Furthermore, the age category of respondents shows that the majority are in the productive age range, namely 31-40 years as many as 64 respondents (55.2%), followed by the 41-50 years age group as many as 43 respondents (37.1%). The younger (21-30 years) and older (51-60 years) age groups represent only a small proportion of respondents, at 4.3% and 3.4% respectively. This age range indicates that respondents are in a socially and economically active stage of life and participate in decision-making regarding their children's education. Next, regarding the sources of information used by respondents to obtain data about XYZ Private Primary School, the majority obtained information through personal relationships such as family, friends and teachers, as many as 70 respondents (60.3%). Furthermore, information was obtained from institutions or agencies as many as 20 respondents (17.2%), from digital information sources such as websites, Instagram, and news media as many as 11 respondents (9.5%), and from direct experience of alumni as many as 14 respondents (12.1%). Information from the location was only conveyed by 1 respondent (0.9%). This distribution indicates that social networks and interpersonal communication play an important role in information dissemination and perception formation about private primary schools. This study shows that persuasive communication and school services have a significant influence on customer satisfaction at XYZ Private Elementary School. These results support the theory that effective communication and quality services are fundamental factors in building trust and loyalty of parents as primary education customers.

The Normality Test results in Table 2 show that all data are normally distributed ( $p > 0.05$ ), so they can proceed to linearity and regression tests. The normality test for the variable customer satisfaction with persuasive communication ( $X_1$ ) obtained  $p = 0.118$ . The variable of customer satisfaction with school services ( $X_2$ ) is  $p = 0.140$ . Furthermore, the combination of persuasive communication and school services carried out together obtained a result of  $p = 0.311$ . This is in accordance with the quantitative approach outlined by Creswell (2009) in the explanatory design framework for causal relationships between variables. From the data that has been presented, all variables are in the normal category, both customer satisfaction (Y) on persuasive communication ( $X_1$ ), customer satisfaction (Y) on persuasive communication ( $X_1$ ), and customer satisfaction (Y) on persuasive communication ( $X_1$ ) and school services ( $X_2$ ). The normality test result of the customer satisfaction variable (Y) on persuasive communication ( $X_1$ ) is 0.118. The normality test result of the customer satisfaction variable (Y) on school services ( $X_2$ ) is 0.140. Meanwhile, the normality test result of the customer satisfaction variable (Y) on persuasive communication ( $X_1$ ) and school services ( $X_2$ ) is 0.311. Linearity test is a statistical test used to determine whether the relationship between two or more variables is

linear or not significantly. Based on Table 3. Linearity Test Results Y on  $X_1$  show that the relationship between persuasive communication and customer satisfaction is linear and significant ( $F = 24.368$ ;  $p < 0.001$ ). This is in line with the theory of Bettinghaus (Bettinghaus 1973; Prasetyo & Febriani, 2020), persuasive communication is a means to change one's attitude or view to achieve institutional goals in shaping parents' positive perceptions of schools. Furthermore, Table 4 Linearity of Y over  $X_2$  states that school services also have a very significant and linear influence on customer satisfaction ( $F = 105.394$ ;  $p < 0.001$ ). This supports the SERVQUAL principle (Parasuraman et al., 1988) about the importance of Core service, facilitating service, and supporting service in creating positive perceptions of service institutions, including education. The five dimensions of SERVQUAL as a basis for analyzing service quality, namely (1) Tangibles related to the physical appearance of facilities, equipment, staff, and communication materials. Example: Office cleanliness, employee appearance, and modern technology tools. (2) Reliability, which is the ability to provide the promised service accurately and consistently. (3) Responsiveness, which is the willingness to help customers and provide services quickly. (4) Assurance, namely the knowledge and courtesy of staff, as well as their ability to instill a sense of trust and confidence in customers. (5) Empathy, which is attention and concern for customers individually.

Furthermore, there is an explanation of the correlation test described in Table 5 which reinforces the strong influence of school services on customer satisfaction ( $r = 0.680$ ) compared to persuasive communication ( $r = 0.429$ ). This correlation shows that school service is the dominant variable shaping satisfaction even though both are significant ( $p < 0.001$ ). Next, the multiple regression results that have been presented state that both persuasive communication ( $\beta = 0.345$ ;  $t = 5.613$ ;  $p < 0.001$ ) and school services ( $\beta = 0.635$ ;  $t = 10.320$ ;  $p < 0.001$ ) have a significant effect on customer satisfaction. The value of  $R^2 = 0.580$  indicates that 58% of the variability in satisfaction is explained by these two variables. This strengthens the synergy examined in this study.

This study also supports the theory of education quality management and the concept of *Total Quality Management* (TQM) in education (Hadiati et al., 2022), which emphasizes the importance of involving all elements of the school such as principals, teachers, administrative staff, students, and parents in efforts to improve quality continuously in providing services to customers. The main principle of TQM also relates to quality is not only the responsibility of a particular unit, but the entire system in the educational environment must also move together to achieve customer satisfaction including proactive communication and excellent service. Proactive communication is the ability of educators and education personnel in schools to establish an open, clear and persuasive dialog in conveying information and handling complaints from students and parents. Meanwhile, excellent service is an action taken to meet customer expectations and strive to exceed expectations through speed, accuracy, friendliness, and personal attention. Based on communication theory in education (Fatmawati et al., 2018), clear, planned, and two-way communication from principals and teachers will increase the effectiveness of relationships with parents. Effective and harmonious relationships are one of the factors that increase satisfaction with services will

form loyalty Kotler & Keller (2016). This is also evident in the respondent data in Table 1 which states that many parents know the school through personal relationships, either family or friends.

XYZ Jakarta Private Elementary School is consistently committed to improving the quality of educational services and communication effectiveness as part of a strategy to increase customer satisfaction. One of the main steps is to build structured and credible communication. This strategy is carried out by ensuring that all academic and non-academic information is delivered systematically through various communication channels such as WhatsApp, email and school applications. To support this, the school regularly prepares and socializes a *calendar of events and policy handbook* that can serve as a reference for joint communication between the school and parents. The second effort developed is the activation of a rapid response system to complaints and information needs from parents and students. To support this, XYZ Private Primary School provides special training to educators and education staff in *customer handling* and strengthening empathic communication. This is important so that each staff can deal with problems solutively, in a timely manner, and maintain good relationships with school clients. Furthermore, the school also encourages positive emotional interactions between the school, students and parents. The "Casual Talking with Parents" program and personal *check-in* activities for students experiencing learning pressure are effective means of realizing warm and supportive emotional communication. This program is accompanied by teacher training to become simple education counselors, so that they are able to provide social-emotional assistance for students in a more personal and professional manner. The fourth strategy focuses on improving the visualization and physical facilities of the school. The rearrangement of a more aesthetic and comfortable school environment is expected to support a conducive learning atmosphere. To ensure the feasibility of the facilities, the school conducts regular facility and infrastructure audits to evaluate whether the available facilities are still suitable for use or need to be repaired, updated or added. The fifth strategy is to establish an appreciative and collaborative school culture. This is manifested in the form of award programs for students and parents who are active in school activities, as well as organizing activities with families such as Family Day or joint social activities involving all stakeholders. Sixth, the school instills exemplary values and professionalism through periodic evaluations of teacher performance. This evaluation covers aspects of communication ethics, personality, and mastery of learning materials. Evaluation activities are carried out through routine classroom supervision every semester and peer observation using special instruments that assess the quality of teacher interactions with students and parents. The development of extracurricular and co-curricular programs is also a strategic priority for the school. Evaluation of the effectiveness of program implementation is carried out every semester so that these supporting activities are truly able to develop students' talents and interests in a directed and measurable manner. The eighth strategy focuses on increasing digital awareness and understanding of school rules. The school uses visual communication media such as short videos, infographics and school social media to convey rules, activity programs and other important information in a more interesting and

easy-to-understand manner. Finally, the school integrates a customer satisfaction-based evaluation system by conducting a satisfaction survey at the end of each semester. The survey results are then analyzed and reported internally as a basis for continuous improvement. This evaluation not only serves as a quality control tool but also as an indicator of success in meeting the expectations and needs of the school's clients. With a persuasive communication approach involving empathy, sincerity and transparency, as well as responsive and quality services, XYZ Private Primary School has great potential to strengthen parental trust. This model can be replicated by other private schools in an effort to increase customer satisfaction and loyalty.

### **E. Implication**

This study reveals that the synergy between persuasive communication and the services provided by schools has a significant impact on customer satisfaction. This finding suggests that XYZ Private Elementary School needs to develop a more structured, empathetic, and convincing communication strategy in conveying information. In optimizing persuasive communication, there is a need for communication-related training for teaching and education personnel in order to improve the quality of interactions with customers in educational institutions. This training is important to improve skills in delivering clear, responsive messages and building positive relationships with educational customers. In addition to persuasive communication, the service aspects provided by schools have also been shown to contribute significantly to parents' satisfaction. Therefore, schools need to pay special attention to various aspects of service such as physical facilities, speed and accuracy of administrative services, friendly attitudes of education personnel, and service delivery systems based on customer needs. Excellent service that is oriented towards customer satisfaction will create parental loyalty and improve the positive image of the school in the community.

### **F. Limitation and Suggestion for Further**

This study still has limitations on the number and scope of variables used. Therefore, further researchers are advised to expand the scope of the study by considering other variables such as scope of the study by considering other variables such as teacher quality, tuition fees, curriculum, or integrated quality management (TQM) so as to provide a more comprehensive understanding of the factors that can shape customer satisfaction in educational institutions.

### **G. Conclusion**

This study proves that persuasive communication and school services together have a significant impact on customer satisfaction at XYZ Private Elementary School. Although school services contribute more to satisfaction, persuasive communication still plays an important role as a relationship booster between schools and parents. The implementation of

effective communication and quality services can shape positive perceptions that can increase loyalty and can make schools the first choice in basic education services. Thus, the synergy between these two factors needs to be a major concern in customer-based school management strategies.

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