

## INFLUENCE OF PRINCIPAL'S LEADERSHIP ON TEACHER MOTIVATION AND PARENT'S STUDENTS SATISFACTION TOWARD THE QUALITY OF EDUCATION SERVICE IN PELANGI EDUCATIONAL INSTITUTION MEDAN

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**Abstract:** In the level of Elementary School, parents took important role in making decision for their children as students. Parent's satisfaction is worthy to consider by Educational Institution in an effort to improve quality of educational services. Principal and teacher are important components who involved in an effort to improve student's parent satisfaction with the quality of educational services. The aim of this study was to find out the effect of principal's leadership, teacher's motivation and quality of education on parent's satisfaction by path analysis technique. The result of the study showed if principal's leadership, teacher's motivation and quality of education significantly did not effect to the parents's satisfaction by partially and simultaneously. Although didn't effect significantly, but quality of education services has positively impact and correlation to student's parent satisfaction.

**Keywords:** Leadership, Motivation, Service Quality, Customer Satisfaction, Path Analysis.

**Abstrak:** Pada tingkat Sekolah Dasar, orang tua memiliki peranan yang penting dalam pengambilan keputusan bagi anak-anak mereka selaku siswa. Kepuasan orang tua penting untuk dipertimbangkan oleh lembaga pendidikan, sebagai upaya untuk meningkatkan kualitas pelayanan pendidikan. Kepala sekolah dan guru merupakan komponen penting yang terlibat dalam upaya meningkatkan kepuasan orang tua siswa terhadap kualitas layanan pendidikan. Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan kepala sekolah, motivasi guru dan kualitas layanan pendidikan terhadap kepuasan orang tua siswa dengan menggunakan tehnik analisis jalur. Hasil penelitian ini menunjukkan bahwa kepemimpinan kepala sekolah, motivasi guru dan kualitas layanan pendidikan tidak berpenmgaruh secara signifikan terhadap kepuasan orang tua siswa, baik secara parsial maupun simultan. Meskipun tidak berpengaruh secara signifikan, namun kualitas layanan pendidikan memiliki pengaruh dan hubungan yang positif terhadap kepuasan orang tua siswa.

**Kata Kunci:** Kepemimpinan, Motivasi, Kualitas Pelayanan, Kepuasan Pelanggan, Analisis Tujuan.

### INTRODUCTION

#### Background

As one of the primary stakeholders, students' parents, plays an important role in the education field. In terms of decision makers and influencing the opinions of children as students,

especially for elementary school students. For this reason, entrepreneurs in the education sector should treat parents as customers who have the power to make decisions in choosing an educational institution that suits their needs and desires. The satisfaction of

students' parents is something that should be taken into account to improve the quality of educational institutions which are expected to be able to increase the income of the institution itself. As revealed by Fate (2017) if a company is able to provide different satisfaction to its customers, the company can get more established profitability to cover costs incurred and increase the welfare of the stakeholders of the position (*Stakeholder*).

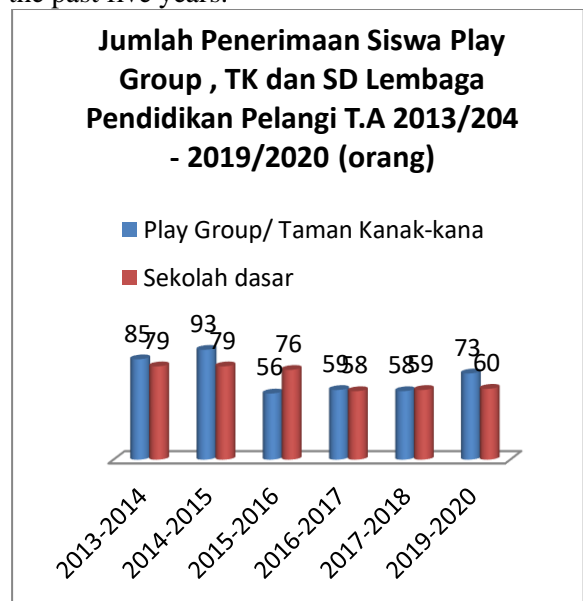
Customer satisfaction is considered as one of the best indicators of earnings in the future (Kotler (2008)). Customer satisfaction is formulated as an evaluation purnabeli, the perception between the performance of the products / services that have met or exceeded expectations before purchase. If the perception terhadap performance is not to meet the expectations it will cause dissatisfaction. But there sebaliknya when the corresponding performance even exceeded expectations then yes n g happening is satisfaction (Tjiptono, 2018). satisfaction is a function of the difference between the perceived performance with expectations (Supranto, 2011).

Service quality is the level of compliance with requirements, namely customer requirements (Munawaroh, 2000). An assessment of service quality is needed so that it can be controlled, SERVQUAL Scale (*Service Quality*) is a scale developed from the SERVQUAL model to assess service quality which consists of five factors determining service quality, namely: reliability (*reliability*), responsiveness (*Responsiveness*), Assured (*Assurance*), Empathy (*Empathy*), and realization (*Tangible*) (Kotler, 2008). The five elements are also a reference in assessing the level of customer satisfaction in this study.

#### Pelangi Education

Institutions face problems every year by decreasing the number of new students who enter. This condition is thought to be intense competition regarding the quality of education services in

educational institutions around the location of the Pelangi educational institution. Data obtained from the Center for Education and Culture Data and Statistics (PDSPK) of the Ministry of Education and Culture, Pelangi Education Institute located in Medan Tembung District competes with 42 basic education units located in one sub-district and 5 basic education units located in one of the Kelurahan namely Indra Kasih Village. Whereas for Early Childhood Education Unit, Pelangi Educational Institution located in Medan Tembung District competes with 50 Early Childhood Education Units which are located in one District and 10 Early Childhood Education Units which are located in one Kelurahan namely Indra Kasih District. The following are data on the number of Play Group admissions, kindergartens and elementary schools in the past five years.



**Figure 1. Number of Play Group Student Admissions, Kindergartens and Elementary Schools Pelangi Educational Institution (Source: Research, 2019)**

Discussing about the quality of education and satisfaction of students' parents, did not escape the role of the teacher as a party that interacts directly with students of teachers who have high motivation in working, to be the

assessment of students who will be submitted to the parents of each student. So the teacher's motivation at work needs to be considered to capture the satisfaction of the students' parents. As expressed by Schneider (2017) which states that "*the more positive the experience for employees the more satisfied will be the customers*" which means the more positive experience felt by the employees, the customer satisfaction will also increase. Wirawan (2013) states that motivation is a process that begins with a physiological or psychological imbalance or the need to encourage or direct one's behavior in achieving goals or incentives. The Hierarchy Theory of Needs carried out by Abraham Maslow is a classic theory that is used to measure motivation.

Principal's leadership is a motivational driver in his subordinates, including teachers. The vision built by the principal has the potential to have the greatest influence on the motivation of teachers, because the vision established by the principal is able to build personal goals for teachers and the desire to see changes in the future (Eyal, 2011). There are considerations in the teachers to increase their motivation at work, including the support of leaders to subordinates who are professional and self-development that can increase competition, efficiency and also their motivation (Geijsel *et al*, 2003). Wirawan (2013: 532) states that Educational Leadership is the process of educational leaders influencing students and education stakeholders and creating synergies to achieve educational goals. *School leaders matter for school success* (Grissom, 2011), this expression illustrates how important the role of a school principal is for the success of an educational institution. Based on the background stated above, the alleged decline in the number of new students both in kindergarten and elementary school is allegedly due to the achievement of parents' satisfaction of the quality of education services in the

Pelangi Education Institution relating to Leadership and Motivation of teacher work, so it is important to do research to prove these allegations .

### **Research Objectives**

The objectives of this study are:

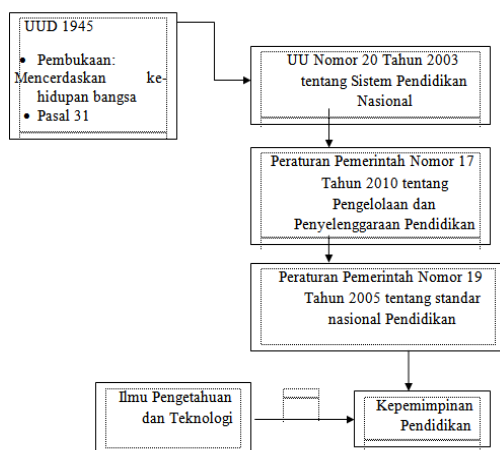
1. To analyze the influence of school principals' leadership on the work motivation of teachers at the Pelangi Education Institute
2. To analyze the influence of school principals' leadership on the quality of educational services at the Pelangi Education Institute
3. To analyze the effect of teacher motivation in teaching on the quality of educational services at the Pelangi Education Institute
4. To analyze the influence of the Principal's Leadership, Teacher Motivation and the quality of educational services on parents' satisfaction at the Pelangi Education Institute
5. To analyze the influence of leadership on parents' satisfaction through the quality of educational services at the Pelangi Education Institute
6. To analyze the effect of teacher motivation in teaching on parents' satisfaction through the quality of educational services at the Pelangi Education Institute

### **Theoretical Framework Educational Leadership**

General understanding of leadership expressed by (Yukl, 2005) which mentions leadership is a process to influence others to understand and agree with what needs to be done and how the task is carried out effectively, as well as a process to facilitate individual and collective efforts to achieve common goals. Wirawan (2013) states that the

definition of leadership is the process of leaders creating a vision and interacting with others to realize their vision. Educational Leadership was delivered by Wirawan (2013) which stated that Educational Leadership is a process of educational leaders influencing students and school stakeholders .

The education leader is the principal. Furthermore Wirawan added another feature of educational leadership is leadership based on the provisions of the law and education standards. The basis of educational leadership in Indonesia is shown in Figure 2.

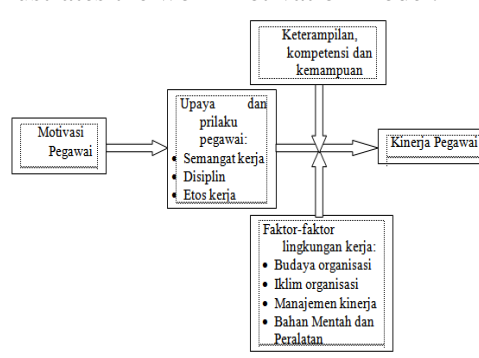


**Figure 2. Basic Educational Leadership (Source: Wirawan, 2013)**

The Educational Leadership model contains dimensions and indicators that have been developed to determine Education Leadership standards. One of the Educational Leadership models is the *Apapde's Educational Leadership Model (AELM)* which is an educational leadership model developed by the Association of Australian School Principals which states that educational leadership must have a number of competencies including: Curriculum and pedagogical leadership, Organizational leadership and management, Cultural leadership and virtue , Political and community leadership and optimization of learning and student growth (Wirawan, 201).

## Motivation

Luthans in Wirawan (2013) states that: " *Motivation is a process that starts with a physiological or psychological defect or needs that activates behavior or adrive that is aimed at a goal or incentive* ", which means: Motivation is a process that begins with physiological or psychological imbalance or the need to drive or direct one's behavior in achieving goals or incentives. Motivation questions how to direct the power and potential of employees to be willing to work together productively in order to successfully achieve and realize predetermined goals. There are various factors that influence high or low motivation such as organizational culture, organizational climate, performance management or raw materials and work equipment. Figure 3 illustrates the work motivation model.



**Picture. 3 Motivation Models (Source: Wirawan, 2013)**

One theory of motivation was expressed by Abraham Maslow about the hierarchy of needs. The theory of Abraham Maslow (1954) in Wirawan (2013) about the hierarchy of needs states that there is a hierarchy of five human needs, namely:

- a). Physical needs (*physiological needs* ). Which is a basic human need, namely primary needs, such as food, drink, shelter and other physical demands
- b). Need for security ( *safety needs* ). a sense of security and protection against things that are physically and emotionally dangerous, and also a

guarantee that those physical needs will continue to be met

c). Social needs (social needs) or Maslow also uses the term *love needs* or the need for affection, the need to be recognized as a member of a social group is the need to feel needed. This need can be fulfilled through social interaction that is accepted in friendship.

d). Self esteem needs (*esteem needs*). It is a person's need to feel important and recognized by others that he is important for example the need for power, achievement and status. These needs include the need for *self-esteem* and recognition of self-esteem from others.

e). Self-actualization needs (*self-actualization*). Maslow defines this need as the desire to become whatever is capable of being achieved by someone.

### Service Quality

According to ISO 2000, quality is the characteristic totality of a product (goods and services) that supports its ability to satisfy specified or specified needs. Fajar (2008) states that "Quality consists of a number of features of the product, which satisfy the wishes of the customer thereby providing satisfaction with the use of the product". Implementation of quality as a hallmark of product performance or performance becomes a major part of the company's strategy as an effort to achieve continuous excellence, both as a market leader or as a strategy for growth. The superiority of a product or service depends on the uniqueness and quality shown by the service, whether it is in accordance with the expectations and desires of the customer. (Supranto, 2011). The service quality assessment used in this study is the SERVQUAL (*Service Quality*) scale which consists of 21 attributes. This scale is a development of the SERVQUAL model developed by Parasuraman, Zethaml and Berry (Tjiptono, 2018).

Based on the SERVQUAL scale attributes above, it can be concluded that there are five determinants of service

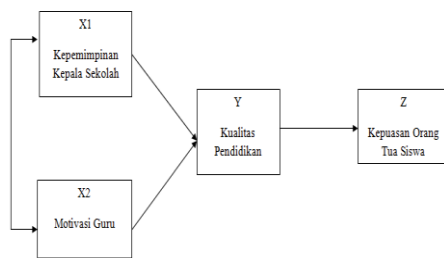
quality, namely: Reliability (*Reliability*), namely the ability to provide services according to the promised service; Responsiveness (*Responsiveness*), namely the desire to help customers and meny a jikan services quickly; Secured (*Assurance*), ie knowledge of and respect employees and kemamp u her for a trustworthy and maintain beliefs; Empathy (*Empathy*), namely giving individual attention to customers; *Tangible*, namely the appearance of physical facilities, equipment, personnel, and communication materials. (Berry in Astuti, 2012).

### Customer Satisfaction

Lupiyoadi (2006) states "Satisfaction is the level of feeling in which someone states the results of a comparison of the performance of products / services received and expected". Satisfaction is someone's feeling of pleasure or displeasure after comparing the perceived product performance with his expectations (Astuti, 2012). If performance fails to meet expectations, the customer will be dissatisfied. If the performance is in line with expectations, the customer will be satisfied. If performance exceeds expectations, the customer will be very satisfied or happy. While Oliver (1980) in Supranto (2011) states that Satisfaction is the level of one's feelings after comparing the performance / results he feels with his expectations. Or can disimpulka that tin g kat satisfaction is a function of the difference between the perceived performance degan expectations. According to Lovelock and Wirtz (2007) "consumers make observations about the performance of products and services, and compare them with the standards or expectations of consumers, and subsequently a satisfaction decision is based on that comparison". When a purchase made by consumers results in fulfilling their needs and expectations, customer satisfaction will be created. According to Tjiptono (2018) "Variables that

influence consumer satisfaction are product strategy, price, promotion, location, employee service, facilities and atmosphere which are the company's attributes". This strategy is the factors that give effect to customer or customer satisfaction. According to Kotler (2008) "The key to retaining customers is customer satisfaction".

The following conceptual framework in this study:



**Figure 4. Research Conceptual Framework**

The hypotheses of this study are as follows:

- $H_1$  = Principal's leadership significantly influences the work motivation of Pelangi Education Institute teachers ;
- $H_2$  = Principal leadership significantly influences the quality of education services at Pelangi Educational Institutions ;
- $H_3$  = Teacher motivation significantly influences the quality of educational services at the Pelangi Education Institute;
- $H_4$  = Principal's leadership, teacher motivation and quality of education services significantly influence the satisfaction of parents of students at the Pelangi Educational Institute ;
- $H_5$  = Leadership has a significant effect on the satisfaction of students' parents through the quality of educational services at the Pelangi Education Institute ;

- $H_6$  = Teacher's work motivation significantly influences the satisfaction of students' parents through the Quality of Education Services at the Pelangi Education Institution

## RESEARCH METHODS

This study uses quantitative descriptive methods, this study was conducted to determine the value of leadership variables, motivation, quality of education services and customer satisfaction as well as the relationship between these variables both directly and indirectly through intervening variables. The population in this study were all teachers at Medan Pelangi Education Institute, totaling 29 people. As well as parents of students at the Pelangi Educational Institute, which totals a total of 4666 people. The sample in this study were the teachers who taught at Pelangi Education Institute and the parents of students. For the sample of parents of students taking samples taken with the Slovin formula, then the sample size in this study were 215 parents of students.

The method used to collect data in research is quantitative descriptive. In this study the research object is described in accordance with the actual conditions based on the facts that occur at this time through a survey which is then analyzed and interpreted using statistical techniques (Siregar, 2014). The instrument in this study uses a scale of 1 to 5 with each having a interval of 1 interval. use 5 alternative answers, namely :

**Table 1. Alternative Instrument Answers**

No	Pilihan Jawaban	Skala
1	Sangat Setuju (SS) / Sangat Puas (SP)	5
2	Setuju (S) / Puas (P)	4
3	Kurang Setuju (KS) / Cukup Puas (CP)	3
4	Tidak Setuju (TS) / Tidak Puas (TP)	2
5	Sangat Tidak Setuju (STS) / Sangat Tidak Puas (STP)	1

In this study there are four variables, namely the

independent variable ( *exogenous* ), namely Principal Leadership (X1) and Teacher Motivation (X2), Intervening Variables, namely the Quality of Education Services (Y), the dependent variable ( *endogeneous* ), namely the Parents' Satisfaction of Students (Z). All items in the study have been tested for validity and reliability. This study was conducted to determine the value of the variable of leadership, motivation, customer satisfaction and quality of educational services and the relationship between between these variables either directly or indirectly through intervening variables with the technique of path analysis ( *path analysis* ) to calculate the value of the direct effect ( *direct effect* ) and *indirect effects* ( *indirect effects* ) through intervening variables or intermediaries. Intervening variables are variables that become multimedia in a relationship between the independent variable and the dependent variable. (Siregar, 2014) while Path Analysis according to Rutherford (1993) in Pardede (2014) is a technique for analyzing the causal relationship that occurs in multiple regression if the independent variables affect the dependent variable not only directly, but also indirectly. **There** are two substructural studies in this study :

The first substructure is the same

$$Y = \rho_{YX1} X1 + \rho_{YX2} X1 + \epsilon_1$$

The second substructure equation:

$$Z = \rho_{ZX1} X1 + \rho_{ZX2} X2 + \rho_{ZY} Y + \epsilon_2$$

U ji hypothesis to determine the effect of the simultaneous and partial regression both on structural first and second done by calculating Koefisien determination (R<sup>2</sup>) and by comparing the value of the F-count the F-table (test F or F-test). Partial analysis is done by comparing the value of t-count with t-table (t-test or t-test).

Correlation Analysis and Calculating *Direct Effect* ( *DE Effect* ), *Indirect Effect* ( *Indirect Effect-IE*) and Total Effect ( *Total Effect-TE*) based on the Research Paradigm and Path Analysis Table .

## RESULTS AND DISCUSSION

### Results

This research was conducted at the Pelangi Educational Institute located at JL. Bhayangkara No.417 Indra Kasih Village, Medan Tembung District, Medan, North Sumatra. Under the management of the Tri Putra Dhana Foundation, the Pelangi Educational Institute, which was established in 2002, currently houses three levels of education, namely the *Play Group*, Kindergarten and Elementary School. In this study, there are two divisions of respondents object, the first object that teachers in Institutions of Pelangi amounting to 22 people as respondents take into variable Leadership Principal (X<sub>1</sub>) and Teacher Motivation variable (X<sub>2</sub>). While the second object is the parents of students as respondents to measure the variable Education Service Quality (Y) and the Parent Satisfaction variable of students (Z) with 215 people.

Characteristics of Respondents for teachers as the first respondent objects in this study were gender, age, education level and years of service. Of the 29 questionnaires distributed by researchers to teachers, questionnaires returned to researchers totaled 22 pieces. Characteristics of respondents for parents of students as the object of the second respondent are gender, age and level of education, Income Level and Number of Dependents on Family Heads.

**Table 2. Characteristics of Teacher Respondents**

Jenis Kelamin	Frekuensi	Persentase	Usia	Frekuensi	Persentase	Pendidikan	Frekuensi	Persentase	Masa Kerja
PRIA	0	0				Akademi/Diploma	2	9.1	> 5 Tahun
WANITA	22	100	20 s.d 30 Tahun	14	63.6	Sarjana S1	19	86.4	11 s.d 15 Tahun
			31 s.d 40 Tahun	8	36.4	Sarjana S2	1	4.5	6 s.d 10 Tahun
TOTAL	22	100	Total	22	100	Total	22	100	Total

Based on Table 2 above, it can be seen that the total number of respondents is female. This shows that teachers in Pelangi Education Institutions are dominated by female teachers. The most dominant age of respondents is aged 20 to 30 years, amounting to 14 people or 63.6% of the total respondents and respondents aged 31 to 40 years amounted to 8 people or 36.4% of the total respondents. Teachers who became dominant respondents had S1 education as many as 19 people or 86.4% of the total respondents and S2 as many as 1 person or 4.5% of the total respondents. Teachers who become academy / diploma respondents are 2 people or 9.1% of the total respondents. Teachers who became respondents with a work period of 6-10 years amounted to 8 people or 36.4% of the total respondents and teachers with an 11-15 year workforce numbered 3 people or 13.6% of the total respondents. The most dominant research respondents were teachers who had > 5 years of work, amounting to 11 people or 50% of the total respondents.

**Table 3. Characteristics of Student Parent Respondents**

JENISKELAMIN	USIA		TINGKATPENDIDIKAN		PENDAPATAN		TANGGUNGJAWABKEPALA KELUARGA	
	Freq uency	Valid Percent	Freq uency	Valid Percent	Freq uency	Valid Percent	Freq uency	Valid Percent
Pria	82	38.1	< 20 Tahun	3	1.4	< 2 Juta	17	7.9
Wanita	127	59.1	> 20 Tahun	2	0.9	2-4 Juta	49	22.8
			30 s.d 30	17	7.9	4-6 Juta	75	34.9
			31 s.d 40	119	55.3	6-8 Juta	45	20.9
			41 s.d 50	60	27.9	8-10 Juta	10	4.7
			51 s.d 60	7	3.3	> 10 Juta	9	4.2
Total	215	100	Total	215	100	Total	215	100

Source: Research data, 2019 (processed)

Based on Table 3 it can be seen that the number of male respondents is 82 people or 38.1% of the total respondents. Female respondents numbered 127 people or 59.1% of the total respondents, while 6 people or 2.8% did not fill in gender data. Based on these data it can be concluded that female respondents dominated the respondents in the study. In terms of age, the dominant respondents were 31 - 40 years old, totaling 119 people or 55.8% of the total respondents. The majority of parents who become respondents have a high school education that is 86 people or 40% of the total respondents. On income characteristics, parents of students who earn Rp. 2 - 4 Million / month dominates respondents in the study, amounting to 75 people or 34.9% of the total respondents. On the characteristics of the Number of Responsibilities of the Head of the Family, parents of students who have responsibilities as much as 2 people dominated the respondents in the study which numbered 93 people or 43.3% of the total respondents. Following are the results of calculations with SPSS for the first substructural:

**Table 4. Summary of Calculation Results of the First Substructure Regression Analysis**

Dari	Ke	Standard Coefficient Beta	t hitung	F hitung	Hasil Pengujian	R <sup>2</sup>	€
X1	Y1	-0.007	-0,031	0,604	H <sub>0</sub> Diterima	0,060	0.94
X2		-0,245	-1,098		H <sub>0</sub> Diterima		

(Source: SPSS Output, Data processed)



**Table 5. Summary of Results Calculation The direct effect (Direct Effect) Indirect Influence (Indirect effect) and the Effects of Total (Total Effect) First Substructure**

Dari	Ke	Direct Effect	Indirect Effect	Total Effect
X1	Y	(-0,000049)	(-0,000125)	(-0,085)
X2		(-0,060)	(-0,000125)	

(Source: SPSS Output, Data processed)

Berdasarkan summary of the results of the above calculation shows that the value of *R-Square* or test the coefficient of determination ( $R^2$ ) of 0.060. The figure is the influence of and motivation of teachers to the quality of education services in Prisons upbringing Pelangi, meaning the influence of exogenous variables (Leadership head se school graduation and motivation of teachers) simultaneously against endogenous variables (quality of educational services) is at 6% while the remaining ( $1 - 0.060 = 0.94$ ) or 94% in terangkan by other variables outside variables in this study.

$F_{count}$  is 0.604 while  $F_{table}$  is 3.49 which means  $F_{count} < F_{table}$ , thus  $H_a$  is rejected and  $H_0$  is accepted, namely Principal Leadership and Teacher Motivation simultaneously / simultaneously does not significantly influence the Quality of Educational Services in the Pelangi Education Institution. the value of  $t_{arithmetic}$  exogenous Leadership of - 0.031 while  $t_{table}$  at a significance level of 0.05 and degrees of freedom (df) = 20 is 1.72. The results show that leadership and no significant negative effect on the quality of service and for other exogenous varibael ie motivation, seen the value of  $t_{arithmetic}$  amounted to -1.098 while the value of  $t_{table}$  at a significance level of 0.05 and degrees of freedom (df) = 20 is 1.72. The test results show that motivation has a negative and not significant effect on service quality. This means that the value of  $t_{count} < t_{table}$ , so

that  $H_0$  is accepted and  $H_a$  rejected, which means Teacher Leadership and Motivation partially no significant influence on the Quality of Education in Educational Institutions Service Pelangi.

**Table 6. First Substructure Correlation Test Results**

Correlations		KEPEMIMPINAN	MOTIVASI
KEPEMIMPINAN	Pearson	1	-.073
	Correlation		
	Sig. (2-tailed)		.746
	N	22	22
MOTIVASI	Pearson	-.073	1
	Correlation		
	Sig. (2-tailed)	.746	
	N	22	22

(Source: SPSS Output)

Table 6 shows the correlation value between the Leadership and Motivation variables of -0.073 to interpret these numbers, using the criteria shown in table 3.8. A correlation of - 0.73 means that the relationship between the Principal Leadership and Teacher Motivation variables is very weak and not unidirectional (because the results are negative). Not in the same direction, if the Principal's leadership rises, the teacher's motivation does not go up or down. If the significance number (sig.)  $< 0.05$  then the correlation between the two variables is significant, conversely if the significance number (sig.)  $> 0.05$  then the correlation between the two variables is not significant. The significance value of the two variables is  $0.746 > Sig (0.05)$  meaning that the correlation between the Leadership and Motivation variables is not significant. Based on the calculation above, the structural equation per structure for the First is:

$$\text{Quality of Education services (Y)} = - 0.007X1 + -0,245X2 + 0.94 \epsilon 1$$

Following are the results of calculations with SPSS for the second substructural :

**Table 7. Summary of Calculation Results of the Second Substructure Regression Analysis**

Dari	Ke	Standard Coefficient Beta	t <sub>hitung</sub>	F <sub>hitung</sub>	Hasil Pengujian	R <sup>2</sup>	ε
X1	Z	-0,112	- 0.482	0,604	H <sub>0</sub> Diterima	0,030	0,97
X2		-0,085	- 0.355		H <sub>0</sub> Diterima		
Y		0,09	0.378		H <sub>0</sub> Diterima		

(Source: SPSS Output, Data processed)

**Table 8. Summary of Results Calculation The direct effect (Direct Effect) Indirect Influence (Indirect effect) and the Effects of Total (Total Effect) Second Substructure**

Dari	Ke	Direct Effect	Persentase	Indirect Effect	Persentase	Total Effect	Persentas
X1	Z	(-0,0125)	(-1,25%)	(-0,00063)	0,063%	(0,00514)	0,5145%
X2		0,007225	(-0,7225%)	(-0,02205)	(-2,205%)		
Y		(0,0081)	(0,81%)				

(Source: SPSS Output, Data processed)

In Table 7 shows that the value of *R-Square* or test the coefficient of determination ( $R^2$ ) of 0.030. This figure represents the magnitude of the influence of school principal leadership, teacher motivation and the quality of education services on parents' satisfaction at the Pelangi Educational Institute. means the magnitude of the influence of exogenous variables (Principal leadership, teacher motivation and quality of education services) simultaneously on endogenous variables (satisfaction of students' parents) is 3% while the remainder is  $(1 - 0.30 = 0.97)$  or 97% explained by variables other outside variables in this study.  $F_{count}$  is 0.186 while  $F_{table}$  is 2.647 which means  $F_{count} < F_{table}$ , thus  $H_0$  is accepted and  $H_a$  is rejected, that the Principal's Leadership, Teacher Motivation and Quality of Education Services simultaneously / simultaneously do not affect the Parent Satisfaction Students at the Pelangi Educational Institution. the value of  $t_{arithmetic}$  exogenous Leadership of - 0.482 while  $t_{table}$  at a significance

level of 0.05 and degrees of freedom ( $df = 210$ ) is 1.65. This value indicates  $t_{count} < t_{table}$ , so that  $H_0$  is accepted and  $H_a$  rejected, which means partially Principal Leadership does not significantly affect the Parents' satisfaction, for other exogenous variables ie motivation, seen the value of  $t_{arithmetic}$  of -0.355 while the value  $t_{table}$  with a significance level of 0.05 and degrees of freedom ( $dk = 210$ ) is 1.65. This value indicates  $t_{count} < t_{table}$ , so that  $H_0$  is accepted and  $H_a$  rejected, which means Teacher Motivation partially no significant influence on Parents' Satisfaction. The value of  $t_{arithmetic}$  Quality of Service looks at 0.378 while  $t_{table}$  at a significance level of 0.05 and degrees of freedom ( $df = 210$ ) is 1.65. This value indicates  $t_{count} < t_{table}$ , so that  $H_0$  is accepted and  $H_a$  rejected, which means partially Quality of Service does not significantly affect the satisfaction of people with the Old Students in Institutions of Pelangi.

**Table 9. Second Substructure Correlation Test Results**

		Correlations		
		KEPEMIMPINAN	MOTIVASI	KUALITASLAYA
		N		NAN
KEPEMIMPINAN	Pearson Correlation	1	-.073	.011
	Sig. (2-tailed)		.746	.961
	N	22	22	22
MOTIVASI	Pearson Correlation	-.073	1	-.244
	Sig. (2-tailed)	.746		.273
	N	22	22	22
KUALITASLAYANAN	Pearson Correlation	.011	-.244	1
	Sig. (2-tailed)	.961	.273	
	N	22	22	215

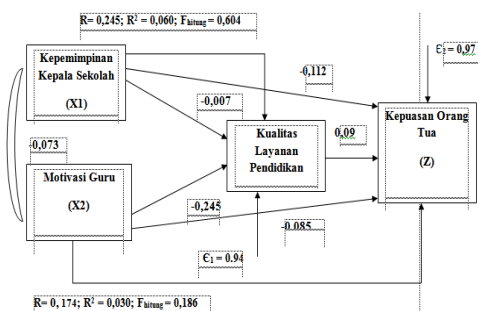
(Source: SPSS Output)

Correlation between Principal Leadership with Teacher Motivation obtained by -0.073 means that the relationship between Principal Leadership variables and Teacher Motivation is very weak and not unidirectional (because the results are negative). Not in the same direction, it means that the increase in the value of Principal Leadership is not followed by an increase in the value of Teacher Motivation. The significance value of the two variables is  $0.746 > Sig (0.05)$  meaning that the correlation between the Leadership and Motivation variables is

not significant. The correlation coefficient value between the variables of Leadership with Education Service Quality is 0.11, meaning the correlation between the Principal Leadership variable and Service Quality is very weak and unidirectional (because the results are positive). Unidirectional means an increase in the value of Principal Leadership is followed by an increase in the value of Education Service Quality. The significance value (Sig) between the Leadership variables and the Education Service Quality is 0.961, meaning that the correlation between the two variables is not significant because the significance value is  $> 0.05$ . The value of the correlation coefficient between the Motivation variable and Education Service Quality is -0.244, meaning that the correlation between the Motivation variable and Service Quality is very weak and not in the same direction (because the results are negative). Not in the same direction means an increase in the value of Teacher Motivation is not followed by an increase in the value of Education Service Quality. The significance value (Sig) between the Motivation variables and the Education Service Quality is 0.273, meaning the correlation between the two variables is not significant because the significance value  $> 0.05$ . Based on the calculation above, the structural equation for the Second Structural is:

$$\text{Parents' Satisfaction (Z)} = -0,112X_1 + -0,085X_2 + 0,090X_3 + 0,97\epsilon_1$$

The following is the path coefficient picture in this study:



## Discussion

### H<sub>1</sub> = Principal's leadership significantly influences the work motivation of teachers in Pelangi Education Institutions

The Principal's Leadership in this study refers to the Educational Leadership model, which is the *Apapde's Educational Leadership Model (AELM)*, which is an educational leadership model developed by the Australian Principal Association having dimensions: Curriculum and pedagogical leadership, Organizational leadership and management, Cultural leadership and virtue, Leadership leadership politics and society and optimization of learning and student growth. Combined with competencies contained in the Principal Competency Standards governed by the decision of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 which has dimensions: Personality Competencies, Managerial Competencies, Entrepreneurial Competencies, Social Competencies, Supervision Competencies. While motivation refers to the motivation theory expressed by Abraham Maslow about the hierarchy of needs, namely: Physical needs (*physiological needs*), Safety needs (*Social needs*), Social needs (*social needs*), Self-esteem needs (*esteem needs*), Self-actualization needs (*self actualization*).

Hypothesis which states that the Principal's leadership significantly influences the work motivation of teachers in the Pelangi Educational Institution rejected, the results of this study indicate that the Principal's leadership does not significantly influence teacher motivation, the relationship is very weak and not in the same direction which means an increase in the motivation of teachers at the Pelangi Educational Institution is not influenced by the leadership of the school principal. Teachers are motivated in carrying out their duties in

teaching not caused by the influence of leadership from the principal. Based on the results of a questionnaire from the teachers shows that the most motivating thing for them to work is the fulfillment of the needs of the teachers given the right to determine graduation, awards and / or sanctions to students in accordance with the rules of education, teacher code of ethics, and legislation. The results of this study do not support the statement of Wahyudi (2018) who revealed that "*The function of the headmaster as a leader is to motivate the subordinates in achieving the teacher's performance, developing the vision and mission, and expanding their knowledge*" which means the function of the principal as a leader is to motivate subordinates to improve teacher performance, build vision and mission and expand teacher knowledge. The results of this study also do not support the opinion of Grenčíková (2017) which states that "*the level of motivation relies directly on the professionalism of store leaders and line managers*" which means the level of motivation is directly dependent on the professionalism of leaders and line managers. The results of this elucidation show the principal's leadership is not the main factor that motivates teachers in improving their performance. There are other factors that are more able to influence the motivation of teachers in working at the Pelangi Education Institution besides Leadership but are not discussed in this study such as organizational climate, compensation, performance appraisal, government policy or organizational culture.

**H<sub>2</sub> = Principal leadership significantly influences the quality of education services at the Pelangi Educational Institution**

The quality of service in this study refers to the scale SERVQUAL (*Service Quality*) developed by Parasuraman, Zethaml and Berry which

has dimensions of Reliability (*reliabilty*), Responsiveness (*Responsiveness*), Secured (*Assurance*), Empathy (*Empathy*) and Keberwujudan (*Tangible*) (Tjiptono, 2018) Hypothesis which states that school principals leadership significantly influences the quality of education services at the Pelangi Educational Institution is rejected, which means leadership principals do not have a positive and significant effect on service quality. The results of this study are not in line with Halimatussakdiah (2019) which states that "*one indicator of leadership success of a school principal is measured by the quality of education in the school he leads. the principal is a person who play an important role in improving the quality of education*" which means one indicator of the success of the leadership of the principal is measured by Kual i bag his school education. The principal is someone who plays an important role in developing the quality of service ". The results of this study are supported by research conducted by Afifah (2017) which shows that leadership does not positively influence service quality. However, these results contrast with research dil a kukan by Koutroumanis (2018), which shows that the leadership can be the best choice to develop the quality of services. Also in contrast to the results of research that states that leadership be r influence positively and signignifikan to service quality (Ruffah, 2018; Kwak, 2015; Yohana, 2017).

With no proven leadership Lay may affect the quality of a nan in this study. Then the quality of Education Services is influenced by other factors not discussed in this study.

**H<sub>3</sub> = Teacher motivation significantly influences the quality of educational services at the Pelangi Education Institute**

The results of this study indicate that the hypothesis which states that teacher motivation

significantly influences the quality of educational services at the Pelangi Educational Institution is rejected, meaning that teacher motivation does not significantly influence the quality of education services at the Pelangi Educational Institution. The path coefficient value is negative, which means that the increase or decrease in the quality of education services in the Pelangi Educational Institution is not influenced by the increase or decrease of teacher motivation in working. The results of this study contradict the results of the study which stated that motivation has a positive and significant effect on service quality (Gobena, 2018; Ho, 2019; Hsieh et al, 2015; Sasongko, 2018). The quality of education services in the Pelangi Institute is influenced by factors other than motivation, Schneider (2017) states "*in customer's eyes, service quality is determined by the total experience they have, not only the experience they have with people. This total experience is influenced by marketing, operations and facilities at a minimum as well as HR*" which means "in the eyes of customers, service quality is determined by the total experience they get, not just the experience they get from humans. This total experience is influenced by marketing activities, operations and various minimal facilities as well as human resources.

**H<sub>4</sub> = Leadership Principal, Teacher motivation and quality of educational services significantly affect the satisfaction of parents of students at the Institute of Education Pelangi**

The results of this study show that the hypothesis stating that Principal Leadership, Teacher Motivation and Quality of Education Services significantly influences the satisfaction of students' parents at Pelangi Educational Institutions, which means that Principal Leadership, Teacher Motivation and Quality of Education Services do not significantly influence Satisfaction parents' students at the

Pelangi Education Institute both partially and simultaneously. Although these three variables do not significantly influence the statistical calculation results show that the value of the path coefficient of service quality to the satisfaction of parents of students has a partially positive influence value compared to the other two variables. This means that in an effort to increase the satisfaction of parents of students can through improving the quality of educational services at the Pelangi Education Institute.

**H<sub>5</sub> = Principal's leadership significantly influences the satisfaction of parents through the quality of educational services at the Pelangi Educational Institution**

The value of the *direct effect* (*direct effect*) Leadership of principals on the satisfaction of students' parents is lower than the value of the indirect effect of Leadership on the satisfaction of students' parents through Service Quality means that the principals' leadership cannot directly influence the satisfaction of students' parents without considering the influence of the quality of education. Direct effect (*direct effect*) Leadership on Satisfaction Parents of students have the lowest value compared to the direct influence of other variables.

The influence of leadership to the satisfaction of the parents is negative, either directly or indirectly through the quality of service, which means an increase in the satisfaction of parents are not affected by the increase in the value of leadership of principals in an effort to improve education in the Institutions of the Pelangi.

**H<sub>6</sub> = Teacher's work motivation significantly influences the satisfaction of students' parents through the Quality of Education Services at the Pelangi Education Institution**

Influence between motivation of teachers to the satisfaction of Parents through Quality Education Services can

be seen from the koefisien track on the first substructure and a second substructure and based on the calculation of the direct influence (*direct effect*) with indirect influence (*indirect effect*). These results indicate that teacher motivation does not significantly influence the quality of educational services and the satisfaction of students' parents at Pelangi Educational Institutions. The value of the *direct effect* (*direct effect*) of Teacher Motivation on Parents' Satisfaction is higher than the value of the indirect effect of Teacher's Motivation on parents' satisfaction through Service Quality. Influence of motivation on the satisfaction of the parents is negative both a way to directly or indirectly through the quality of service, which means an increase in teacher satisfaction of parents are not influenced by the increased motivation of teachers to work in an effort to improve educational services at the Institute Pendidikan Pelangi. However, with the value of the *direct effect* between motivation with satisfaction of the parents is higher than the value of *indirect effects* between Motivation satisfaction of parents with quality educational services mengindikasikan bahwa bahwa motivasi guru untuk bekerja setidaknya dapat langsung mempengaruhi kepuasan orang tua tanpa mempertimbangkan pengaruh dari kualitas pendidikan.

## CONCLUSION

Based on the results of statistical data analysis, it can be concluded that:

1. Principal's leadership does not significantly influence teacher motivation, the relationship is very weak and not in the same direction, which means that the increase in the motivation of teachers in the Pelangi Educational Institution is not followed by an increase in the principal's leadership value
2. Principal's leadership does not significantly influence the quality of services, the effect is not in the same direction, which means an increase in the value of school principal's leadership is not influenced by an increase in the quality of education services at the Pelangi Education Institution. But at least the Principal's Leadership has a better correlation compared to Teacher's Motivation in an effort to increase the value of the quality of education services in the Pelangi Education Institute.
3. Teacher motivation does not significantly influence the quality of education services at the Pelangi Education Institute and has a negative value, which means an increase or decrease in the quality of Education services at the Pelangi Education Institution is not influenced by the increase or decrease in teacher motivation at work.
4. Principal Leadership, Teacher Motivation and Quality of education services do not significantly influence parents' satisfaction at the Pelangi Educational Institution both partially and simultaneously.
5. The influence of leadership on the satisfaction of students' parents has negative value either directly or indirectly through service quality, which means an increase in parents' satisfaction with the Quality of Education Services at the Pelangi Educational Institution is not influenced by an increase in the leadership value of the school principal.
6. The influence of motivation on the satisfaction of students' parents has negative value either directly or indirectly through service quality, which means that the increase in student

satisfaction is not influenced by an increase in teacher motivation in working as an effort to improve educational services at the Pelangi Education Institution.

### **SUGGESTION**

Based on the conclusions above, the writer can give several suggestions, including:

1. Although Headmaster's Leadership has no significant effect on the Quality of Services and Increasing the value of Principal's leadership is also not influenced by the increase in the quality of education services at the Pelangi Educational Institution. However, because Principal Leadership has a better correlation than Teacher Motivation in efforts to increase the value of the quality of education services in the Pelangi Educational Institution, it is necessary to increase the contribution of the Principal in an effort to improve the quality of education services in the Pelangi Educational Institution .
2. Although teacher motivation does not significantly influence the quality of education services at the Pelangi Education Institution and the improvement of the quality of Education services at the Pelangi Education Institution is not affected by the increase in teacher motivation at work, the Pelangi Education Institute is still advised to pay more attention and make efforts to improve the needs - the needs
- assessed by teachers have not been maximally fulfilled in increasing the motivation of teachers at work .
3. The Pelangi Educational Institution should pay attention to the things that are considered by people not to have maximally fulfilled parents' satisfaction with the quality of education services .
4. Although the influence of leadership on parents 'satisfaction is negative either directly or indirectly through service quality, which means an increase in students' satisfaction with the Quality of Education Services in the Pelangi Education Institution is not influenced by an increase in the leadership value of school principals, the Pelangi Education Institute suggests continue to pay attention to increasing the value of school principals' leadership, because the principal's leadership at least also contributes to improving the quality of education services.
5. Mot i vasi teachers to work at least it can directly affect the satisfaction of parents without considering the influence of the quality of education. For this reason, it is suggested to the Pelangi Educational Institution to further increase the needs which are currently considered to be able to motivate the work of the teachers and to give better attention to the needs which are considered to have not been maximally met .

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