

Student Satisfaction Level With Service Quality in Islamic Educational Institutions

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Track:	Abstract, Satisfaction is a primary indicator closely related to service quality. Schools, particularly Islamic educational institutions as providers of educational services, must be able to realize this satisfaction comprehensively through various services such as learning processes, a sense of safety, comfort, an enjoyable and inclusive environment, adequate facilities and infrastructure, counseling services, and other supporting services. SMA Muhammadiyah 3 Jember, as one of the Islamic educational institutions with the status of an <i>excellent school</i> in the Muhammadiyah Future School (MFS) program, aims to provide comprehensive services in order to achieve student satisfaction. This study aims to examine the level of student satisfaction with the quality of services at the Islamic educational institution, namely SMA Muhammadiyah 3 Jember. This research uses a quantitative approach with a survey research design. The instrument used is a questionnaire distributed to 131 student respondents. Data analysis was conducted using descriptive statistics. The results show that from all measured service indicators, 73 percent of students feel very satisfied, 25 percent feel satisfied, and the remaining 2 percent report being fairly satisfied. In conclusion, the level of student satisfaction with the quality of services at SMA Muhammadiyah 3 Jember as an Islamic educational institution is categorized as very satisfied, indicating that the quality of services provided by the school is very good.
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Tingkat Kepuasan Siswa Terhadap Kualitas Layanan Pada Lembaga Pendidikan Islam

Abstrak, Kepuasan menjadi indikator utama berhubungan dengan kualitas layanan. Sekolah, khususnya lembaga pendidikan Islam, sebagai penyedia jasa layanan pendidikan harus mampu mewujudkan kepuasan tersebut secara paripurna berkaitan dengan berbagai layanan yang diberikan seperti pembelajaran, rasa aman, nyaman, menyenangkan, dan inklusif, sarana prasarana, konseling dan lainnya. SMA Muhammadiyah 3 Jember sebagai salah satu lembaga pendidikan Islam, dengan predikat *excellent school* dalam program *Muhammadiyah Future School* (SMF), memiliki tujuan memberikan layanan yang paripurna dalam mewujudkan kepuasan siswa. Penelitian ini bertujuan melihat bagaimana tingkat kepuasan siswa terhadap kualitas layanan pada lembaga pendidikan Islam yaitu SMA Muhammadiyah 3 Jember. Riset ini menggunakan pendekatan kuantitatif, dengan jenis penelitian survei. Instrumen yang digunakan berupa kuesioner, dengan responden 131 siswa. Analisis data menggunakan statistik deskriptif. Hasil penelitian dari seluruh indikator layanan yang diukur, 73 persen siswa merasa sangat puas, 25 persen siswa merasa puas, dan sisanya 2 persen

pada pilihan cukup puas. Kesimpulannya, tingkat kepuasan siswa terhadap kualitas layanan SMA Muhammadiyah 3 Jember, sebagai salah satu lembaga pendidikan Islam, pada tingkat sangat puas, yang maknanya kualitas layananannya sangat baik.

Kata kunci: kualitas, layanan siswa, lembaga pendidikan Islam

INTRODUCTION

Education is one of the most important aspects in improving the quality of human resources. In the context of educational institutions, the quality of services provided to students becomes a crucial factor in determining the success of the educational process. Educational institutions do not only function as places for transferring knowledge but also as providers of educational services that must be able to meet the needs and expectations of students. Therefore, the quality of educational services needs to be properly managed in order to create a conducive learning environment and provide satisfying learning experiences for students.

In the perspective of educational management, student satisfaction is an important indicator in assessing the success of the educational services provided by an institution. Student satisfaction emerges when the services received meet the expectations that students have toward the institution. When the quality of services provided by the school fulfills students' needs, students will feel comfortable in the learning process and will have higher motivation to participate in learning activities. Conversely, if educational services are not optimal, this condition may influence the level of student satisfaction with the institution.

The quality of services in educational institutions can be observed from various aspects, such as the availability of learning facilities and infrastructure, the quality of teaching provided by teachers, administrative services, and interpersonal relationships between teachers and students. In addition, a comfortable and supportive learning environment also plays an important role in increasing student satisfaction. Therefore, educational institutions need to continuously evaluate the quality of the services they provide in order to improve the quality of education sustainably.

In the context of Islamic educational institutions, the quality of educational services does not only focus on academic aspects but also includes the development of Islamic values and character building for students. Islamic educational institutions are expected to provide quality education while instilling moral and spiritual values in students. Thus, Islamic educational institutions have a broader responsibility in creating an educational environment that is not only academically excellent but also grounded in religious values.

The current development of Islamic educational institutions shows a positive trend in the area of service quality. This development aligns with a new paradigm in the management of modern and accountable Islamic educational institutions, which prioritizes quality as the foundation of management (Hadi et al., 2023). The emergence of schools, madrasas, and Islamic boarding schools (pesantren) with modern systems (Fithriasari & Ashari, 2023; Hajiannor, 2024), whether new or resulting from changes in management procedures, such as MAN Insan Cendikia and other schools/institutions, has had a positive impact on improving brand image, thereby reducing the impression and stereotypes of conventional and outdated

Islamic educational institutions.

One concrete step taken by Islamic educational institutions to boost competitiveness in the modern education era is by making service quality the basis for change. Service quality in Islamic educational institutions is a priority and a necessity to be realized effectively and accountably, not only in the academic dimension but also in non-academic aspects (Wati et al., 2023). This context cannot be separated from the strategic role of educational institutions in developing students' intelligence, character, knowledge, and skills, which is in accordance with the mandate of the National Education System Law No. 20 of 2023.

The importance of service quality in Islamic educational institutions, both academic and non-academic, is essentially a continuity in order to form individuals who are intellectually intelligent and strong in religious values (Samsirin, 2015). The role of service quality for the advancement of Islamic educational institutions must truly be able to be measured concretely through the realization of satisfaction as the main indicator, where satisfaction is a concrete form of harmony between expectations and desires according to or more than what is received from the service (Wijaya et al., 2018).

The quality of service that must be able to be presented by Islamic educational institutions is not partial, but all components that exist in the educational unit, including human, comfortable, pleasant, and inclusive services, learning, infrastructure, learning, counseling, information and student achievement. The components above are the types of services that are in intense contact with students, including at SMA Muhammadiyah 3 Jember, as a school that has a ranking in the excellent school category in the Muhammadiyah Future School (SMF) program in 2024. Muhammadiyah Future School (SMF) is an achievement event organized by Majelis Dikdasmen and PNF PWM East Java Council as an effort to appreciate Muhammadiyah schools that have a superior predicate. Using 100 instruments in assessing school excellence, which includes infrastructure, achievements and other service components. The success of Muhammadiyah 3 Jember High School as an excellent school certainly demonstrates the quality of its services. This demonstrates sound management. However, the question remains whether this quality of service contributes to student satisfaction.

Referring to several research findings, research on service quality was measured using SERVQUAL, using five components. This study focused more on analyzing service quality within the context of a quality management system, particularly in the academic field (Hasan, 2019). Subsequent research on the level of satisfaction with service quality at SMK PGRI Wonoasri Madiun focused more on the counseling service aspect (Mudjijanti, 2022). Another comparative study, research on quality and learning facilities, focused more on students' perspectives on both forms of service at school (Mauludin et al., 2024). Related to other research, providing a sense of security, comfort, enjoyment, and inclusiveness was more focused on the dimension of culture building than viewed from a service quality perspective (Oba et al., 2025).

SMA Muhammadiyah 3 Jember, as one of the Islamic educational institutions, plays an important role in providing quality educational services to its students. The school not only conducts academic learning but also develops various activities aimed at shaping students' Islamic character. However, in an effort to improve the quality of education, it is necessary to conduct an evaluation of the quality of services provided

by the school, especially from the perspective of students as the recipients of educational services.

Based on the explanation above, research on the level of student satisfaction with the quality of services in Islamic educational institutions becomes important to conduct. This study aims to determine the extent to which the quality of services provided by SMA Muhammadiyah 3 Jember meets the expectations of students as users of educational services. The results of this study are expected to provide an overview of the level of student satisfaction and serve as evaluation material for the school in improving the quality of educational services in the future.

Based on the literature review above, the research focus used in this study differs in its focus components. Based on the research objective, to examine the quality of service provided by SMA Muhammadiyah 3 Jember, the differences lie in the use of various measurement components within a single research process.

METHOD

This research uses a quantitative approach with a descriptive quantitative model and a survey research design. The quantitative approach is chosen because the study aims to measure and describe objectively the level of student satisfaction with the quality of educational services provided by an Islamic educational institution. The research adopts a positivistic paradigm, which views social reality as something that can be measured empirically through numerical data and analyzed using statistical methods (Creswell, 2014). Through this paradigm, the researcher attempts to obtain a systematic description of students' perspectives regarding the quality of educational services at SMA Muhammadiyah 3 Jember. Therefore, the findings of this study are expected to provide objective information regarding the level of student satisfaction with the educational services offered by the school.

This study is based on a quantitative approach with a descriptive quantitative model and a survey research type (Morrison, 2017), aiming to examine students' perspectives on the quality of educational services. The research instrument used in this study is a structured questionnaire designed to collect data from respondents (Nazir, 2014). The questionnaire consists of seven questions developed based on indicators of educational service quality, using a Likert scale as the response option that allows respondents to express their level of agreement from strongly agree to strongly disagree. The number of respondents involved in this study is 131 students. The research was conducted at SMA Muhammadiyah 3 Jember, considering several factors, including the school's accreditation status of A, its recognition as one of the leading Islamic educational institutions in Jember, and its classification as an excellent school under the Muhammadiyah Future School (MFS) program.

To ensure the quality of the research data, data validity and reliability tests were conducted on the research instrument. The validity test aims to determine the extent to which each item in the questionnaire accurately measures the variables under study (Ghozali, 2018). Meanwhile, the reliability test is used to measure the consistency of the instrument in assessing the research variables so that the data produced can be considered reliable. The validity test is commonly conducted using the Product Moment correlation, while

reliability can be tested using the Cronbach's Alpha coefficient. After the data are declared valid and reliable, they are analyzed using descriptive statistical techniques with a percentage method. This analysis aims to describe the level of student satisfaction with the quality of educational services at SMA Muhammadiyah 3 Jember in the form of percentage distributions, making it easier for the researcher to draw conclusions based on the collected data.

RESULTS AND DISCUSSION

Based on data from a questionnaire distributed with seven questions related to student perceptions of the services provided by SMA Muhammadiyah 3 Jember, with 131 respondents, the questions covered the availability of facilities and infrastructure, learning, student achievement improvement, information needs, mentoring, and counseling. The following diagram below :

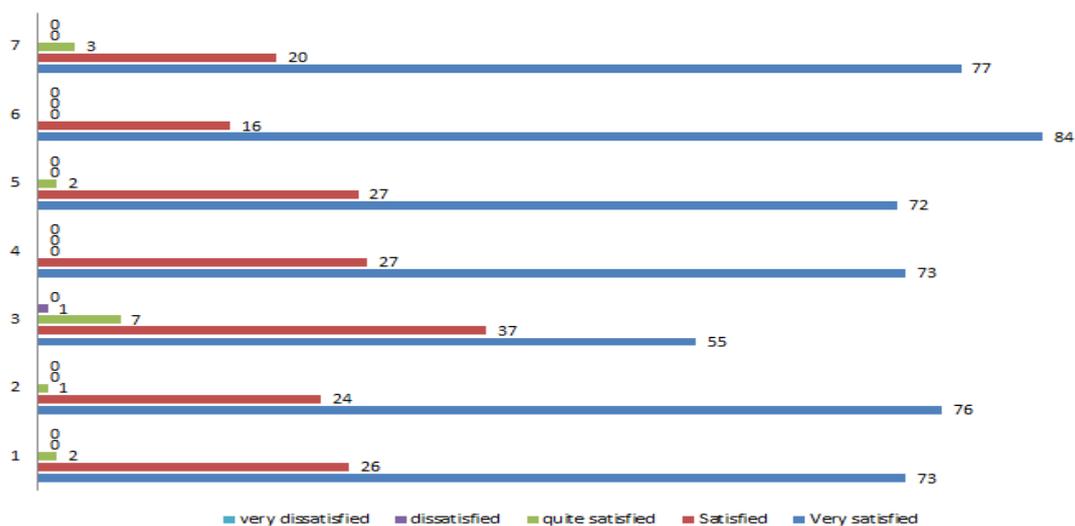


Figure 1. Student Service Questionnaire Recapitulation Results

Based on the data above, the first question relates to student service needs, 73 percent or 95 students answered very satisfied, in the satisfied category 26 percent (34 students), and 2 percent (2 students) chose to answer quite satisfied. As for the second question, related to achievement appreciation services, as many as 76 percent (99 students) chose the very satisfied option, the remaining 23 percent (31 students) answered satisfied, and 1 percent chose the quite satisfied answer option. The focus of the third question, related to mentoring and supervision, student perceptions 55 percent (72 students) answered very satisfied, 37 percent (49 students) were satisfied, 7 percent (9 students) chose quite satisfied, and 1 percent answered dissatisfied.

Students' need for information, both academic and non-academic information, such as information on further study to college, scholarships and others, as question number four, the questionnaire results showed that 73 percent (95 students) answered very satisfied, 27 percent (36 students) chose the satisfied answer, while the other answer options were blank. Meanwhile, for services related to facilities, as question number five, the data results The study showed that the majority, 72 percent (94 students), had a very satisfied perspective, 27 percent (35 students) answered satisfied, and the remaining 2 percent answered quite satisfied.

Measuring the level of satisfaction with student services, the sixth question discusses guidance and counseling services, and other consultations. The research data shows that 84 percent (110 students) chose the answer very satisfied, 16 percent (21 students) chose the answer satisfied. As for question number seven, which discusses education and learning services, 101 students (77%) answered very satisfied, 26 students (20%) answered satisfied, and 4 students (3%) chose the answer quite satisfied. Based on the description of the research data as a whole from the first to the seventh question, the average student perception of SMA Muhammadiyah 3 Jember services can be seen in the following diagram:

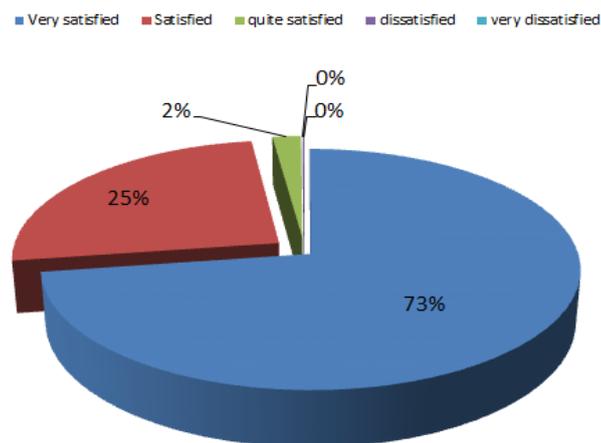


Figure 2. Average Percentage of Student Questionnaire Results

The diagram above illustrates that students' perceptions of the services provided by SMA Muhammadiyah 3 Jember, an Islamic educational institution, are 73 percent very satisfied, 25 percent satisfied, and 2 percent somewhat satisfied. No students chose dissatisfied or very dissatisfied, so based on this data, it can be concluded that the quality of student service at SMA Muhammadiyah 3 Jember is very good.

Schools, as institutions engaged in educational services and non-profit organizations, understand that service quality is the essence and primary focus that must be maximized to achieve high levels of student satisfaction (Baryanto & Fathurrochman, 2022; Hardiansyah, 2020). It is imperative for schools to provide and meet all student needs comprehensively in all areas and aspects.

The first question, which examined the quality of services at SMA Muhammadiyah 3 Jember, related to the fulfillment of student needs, such as a sense of security, comfort, fun, and inclusiveness, as well as other primary and secondary needs, with a satisfaction level of 73 percent, indicating that the school is able to concretely meet these needs. This is closely related to the current phenomenon, where many bullying, educational malpractices, and other negative events occur, which are the antithesis of the general public's perspective on the existence of the role of schools as a conducive place in building student competence and character. Efforts to create a safe, comfortable, fun, and inclusive educational environment are a latent construct (Huber & Helm, 2024). This context is in line with Permendikbudristek Number 46 of 2023, concerning the prevention and handling of violence in educational environments.

In the field of student achievement, as a representation of the school's quality in service, the results of the questionnaire in the very satisfied answer category reaching 76 percent are a concrete indicator of how SMA Muhammadiyah 3 Jember implements the development of student interests and talents. This fact confirms the urgency and position of guidance and counseling, and the student affairs sector runs as it should in accordance with its main duties and functions. The development of student interests, talents, and careers can be implemented comprehensively.

Student self-confidence as the initial capital in achieving academic and non-academic achievements can be grown and developed optimally (Sa'adah et al., 2025; Seveningsih, 2024). Concrete evidence of one of the services in the field of achievement, students and teachers of SMA Muhammadiyah 3 Jember, successfully won silver medals at the national OlympicAD (Ahmad Dahlan Olympics) in 2024.

The discussion above relates to a sense of security, comfort, enjoyment, and inclusiveness, and achievement in the field of achievement, which aligns with the third question, which explores the school's ability to provide intensive mentoring and supervision to students. This explicitly and implicitly illustrates the functioning of the top leader or principal in carrying out their leadership process effectively and efficiently. A principal can create a strong and effective organization, where strategies, communication patterns, and policies can be fully constructed (Julkifli & Hamidah, 2021; Safitri & Mujahid, 2024).

SMA Muhammadiyah 3 Jember also meets students' need for information services. The success of 60 SMA Muhammadiyah 3 Jember students in the 2024 SNBP and SNBT selections demonstrates the school's excellent management of academic information services for continuing higher education. Beyond independence, ability, and desire, this does not negate the role of school guidance and counseling in orienting students. The efforts of guidance and counseling teachers in developing students have a direct impact on the emergence of a strong desire to access the college that students desire as a destination for continuing their studies (Kodir, 2025).

The availability of comprehensive facilities will undoubtedly lead to increased student satisfaction with school services. Research data shows that student satisfaction with these services reaches 72 percent, demonstrating that schools are able to meet their needs. This level of satisfaction will be undermined if the school fails to meet both physical and non-physical facilities (Suhardi et al., 2022; Susanto et al., 2021). Infrastructure, a primary school need, such as classrooms, laboratories, and sports fields, effectively influences student satisfaction (Sairi & Safrizal, 2018).

Students' presence at school is inextricably linked to the challenges they face in life, both academic and non-academic. High School Muhammadiyah 3 Jember delivers excellent service in this area, specifically problem-solving. Evidence of student satisfaction with this service, which reached 84 percent, indicates that the school's role in providing guidance and counseling significantly contributes. This fact cannot be separated from the role of counseling guidance, which can provide appropriate direction in overcoming and solving problems faced by students (Dongoran & Afrinaldi, 2024).

The seventh satisfaction measurement relates to the level of satisfaction with educational and learning services, with this aspect reaching 77 percent. The research data demonstrates how the quality of

learning services can foster student satisfaction (Pakpahan, 2025). Furthermore, the level of student satisfaction with learning services comprehensively describes various components of learning implementation, such as teacher performance quality and learning facilities (Patti et al., 2023), which schools are able to fully fulfill. Based on the research and analysis of various service qualities that contribute to student satisfaction, the following can be illustrated.

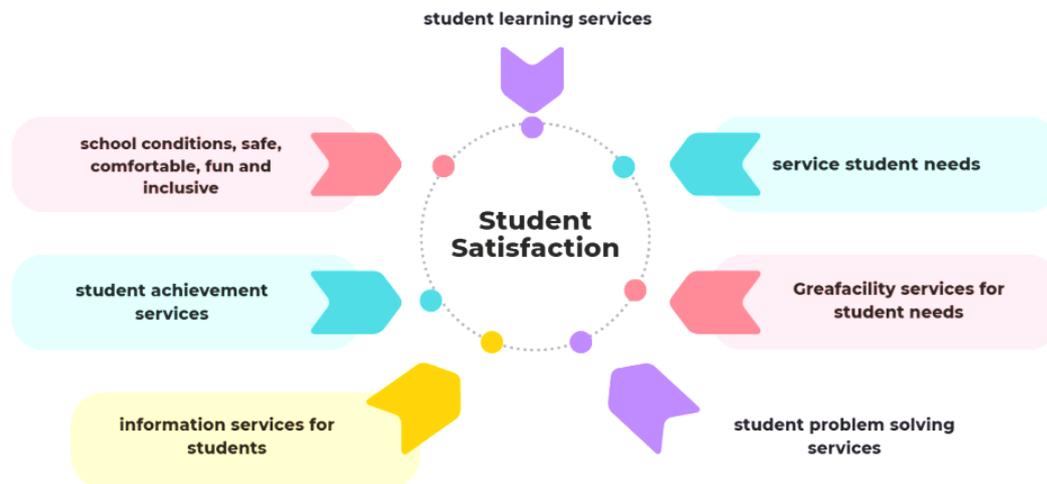


Figure 3. Service Quality in Shaping Student Satisfaction

Referring to the figure above, student satisfaction is shaped by the quality of services provided by the school (Sulhak et al., 2020). Satisfaction is a dimension that schools must be able to achieve to have a concrete impact on their existence and competitiveness. This context will impact the school's significant role in educating the nation, shaping personality and character, and students' ability to adapt to developments and modern demands.

The analysis of questionnaire data distributed to 131 students of SMA Muhammadiyah 3 Jember shows that the overall level of student satisfaction with the services provided by the school is very high. The questionnaire consisted of seven indicators covering student service needs, appreciation of student achievement, mentoring and supervision, information services, facilities and infrastructure, guidance and counseling, and learning services. Based on the results, most students expressed very positive perceptions toward the services provided by the school. This can be seen from the average percentage of responses, where 73 percent of students stated they were very satisfied, 25 percent satisfied, and only 2 percent somewhat satisfied. No respondents selected dissatisfied or very dissatisfied categories. These findings indicate that the quality of student services at SMA Muhammadiyah 3 Jember has been implemented effectively and is able to meet the expectations of students as service recipients.

The first aspect analyzed relates to the fulfillment of students' basic service needs, including safety, comfort, inclusiveness, and a pleasant learning environment. The results show that 73 percent of students felt very satisfied with these services, while 26 percent were satisfied and only a small percentage expressed moderate satisfaction. This finding demonstrates that the school has successfully created a supportive

educational environment that prioritizes students' well-being. In the current educational context, issues such as bullying, discrimination, and other negative phenomena often become concerns in educational institutions. Therefore, the ability of SMA Muhammadiyah 3 Jember to provide a safe, comfortable, and inclusive learning atmosphere reflects the school's commitment to maintaining a positive school climate. This condition also aligns with national educational policies regarding the prevention of violence and the creation of a conducive educational environment.

The second and third aspects of the questionnaire relate to the appreciation of student achievement and the availability of mentoring and supervision services. The results show that 76 percent of students expressed very high satisfaction with achievement-related services, while mentoring and supervision services also received positive responses from students. These findings indicate that the school provides adequate support for the development of students' interests, talents, and achievements. The existence of guidance from teachers, student affairs programs, and extracurricular activities allows students to explore their potential both academically and non-academically. Evidence of this success can be seen in the achievements obtained by students of SMA Muhammadiyah 3 Jember, including the accomplishment of winning a silver medal in the national OlympicAD competition in 2024. Such achievements illustrate how effective educational services can contribute to strengthening student confidence and competence.

Furthermore, other aspects such as information services, facilities and infrastructure, guidance and counseling, and learning services also demonstrate a high level of student satisfaction. Information services related to academic development and opportunities for continuing higher education received very positive responses, supported by the success of many students being accepted into universities through national admission pathways. The availability of adequate facilities and infrastructure also contributes significantly to student satisfaction, as it supports effective learning activities. In addition, guidance and counseling services play an important role in helping students overcome academic and personal challenges. Meanwhile, the quality of teaching and learning services, which reached 77 percent in the very satisfied category, indicates that the school has been able to provide effective and engaging learning experiences. Overall, the analysis shows that the quality of educational services at SMA Muhammadiyah 3 Jember plays a significant role in shaping student satisfaction and strengthening the school's position as a competitive Islamic educational institution.

CONCLUSION

Based on the research data and analysis, and the discussion, referring to the problem formulation, it can be concluded that various services at SMA Muhammadiyah 3 Jember, including a sense of security, comfort, enjoyment, and inclusiveness, learning, problem-solving, achievement, access to information, supervision and mentoring, and facilities, can provide excellent levels of satisfaction. The average satisfaction rating for all aspects of service to students reached 73 percent, meaning 95 out of 131 SMA Muhammadiyah 3 Jember students were satisfied with the quality of service. This fact proves that SMA Muhammadiyah 3 Jember, as an educational institution, is capable of building excellent school quality.

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