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Development Of Students' Parent Satisfaction Survey Instrument As An Evaluation Tool For Improving The Quality Of Junior High School Education In The Selayar Islands

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Abstract

This study aims to develop a parent and student satisfaction survey instrument as an evaluation tool to improve the quality of junior high school education in the Selayar Islands. The research employs a research and development (R&D) method involving stages of needs analysis, instrument design based on theoretical constructs of service quality and satisfaction, expert validation, and empirical testing through pilot implementation. Data were collected using validation sheets and survey responses, and analyzed through content validity (expert judgment), construct validity, and reliability testing using statistical measures. The results indicate that the developed instrument has strong content validity based on expert agreement, as well as satisfactory empirical validity and high reliability, demonstrating consistent and accurate measurement. Therefore, the instrument is proven to be effective, practical, and suitable for use as an evaluation tool to support continuous quality improvement in junior high school education, particularly in the Selayar Islands context.

Keywords: Development; Students' Parent Satisfaction; Survey Instrument; Evaluation Tool [Quality Of Junior High School Education; Selayar Islands

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INTRODUCTION

Education plays a fundamental role as a cornerstone of national development, as the quality of a nation's human resources is largely determined by the effectiveness of its educational system. In the era of globalization, education is no longer assessed solely based on students' academic achievements, but also on how well educational institutions provide quality services that meet the expectations of stakeholders, particularly students and parents. A high-quality education system is expected to produce individuals who are not only intellectually competent but also possess strong character, adaptability, and competitiveness in facing future challenges. In Indonesia, efforts to improve educational quality have been institutionalized through the implementation of National Education Standards, which require schools to conduct continuous self-evaluation. However, in practice, these evaluations tend to emphasize quantitative indicators such as infrastructure, teacher qualifications, and examination results, while often neglecting qualitative aspects such as stakeholder satisfaction and user experience. As a result, the evaluation process has not fully captured the holistic quality of educational services(Tavakoly Sany et al., 2023).

Comprehensive evaluation of educational quality should involve all stakeholders, including parents and students, who are the primary recipients of educational services. Their perceptions, experiences, and levels of satisfaction are essential indicators that reflect the real condition of school performance. However, current evaluation practices in many schools still rely heavily on standardized assessments and accreditation systems, which do not adequately represent the actual experiences of students and parents. Consequently, schools often prioritize academic outcomes while overlooking important aspects such as the learning environment, communication, student well-being, and parental involvement. This imbalance leads to partial evaluation data, which in turn limits the effectiveness of school improvement strategies(Rakap, 2024).

The challenges become more complex in geographically unique regions such as the Selayar Islands, where educational conditions are influenced by spatial dispersion, limited infrastructure, and socio-cultural characteristics of coastal communities. Many schools are located in remote islands with limited access to transportation and educational resources, which affects both the delivery of educational services and the involvement of parents in school activities. In such contexts, the use of generic evaluation instruments that are not adapted to local conditions often results in inaccurate and biased data. Preliminary observations indicate that parental participation in school evaluation processes remains low, and existing survey instruments are often perceived as irrelevant to the realities faced by local communities. This situation highlights a significant gap

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between national evaluation policies and local implementation practices(Soneson et al., 2020).

One effective approach to bridging this gap is the use of satisfaction surveys as a tool for gathering direct feedback from stakeholders. Satisfaction surveys allow parents and students to express their opinions regarding various aspects of school services, including teaching quality, facilities, communication, and overall school management. The data obtained from these surveys can provide valuable insights for identifying strengths and weaknesses, formulating targeted improvement strategies, and enhancing school accountability. Nevertheless, many existing survey instruments lack standardization and have not undergone rigorous testing for validity and reliability, which undermines their credibility as evaluation tools(Baharun et al., 2025).

In addition, the development of a contextually relevant survey instrument is essential, particularly in regions with distinct socio-cultural characteristics. A well-designed instrument should not only meet psychometric standards but also be adaptable to local needs, easy to understand, and accessible to respondents. It should consider factors such as language simplicity, cultural relevance, and flexible modes of administration, including both online and offline formats. By doing so, the instrument can ensure higher response rates and more accurate representation of stakeholder perspectives(Dellomas & Deri, 2022).

Furthermore, parental satisfaction is closely linked to their level of trust and engagement with the school. When parents feel satisfied with the services provided, they are more likely to support school programs, participate in educational activities, and contribute to the overall improvement of the institution. Conversely, dissatisfaction may lead to decreased student motivation, weakened school-community relationships, and negative perceptions of the school's reputation. Therefore, measuring and understanding parental satisfaction is not merely an evaluative process but also a strategic effort to strengthen collaboration between schools and communities(Pastor et al., 2020).

Based on these considerations, the development of a valid, reliable, and context-sensitive survey instrument for measuring parental and student satisfaction becomes a critical need. Such an instrument is expected to function not only as a measurement tool but also as a mechanism for continuous quality improvement through systematic feedback. By integrating stakeholder perspectives into the evaluation process, schools can make more informed decisions, implement relevant improvement programs, and ultimately enhance the overall quality of education. In the context of the Selayar Islands, this effort is particularly গুরুত্বপূর্ণ as it provides a practical solution to address local challenges while aligning with national educational standards and policies.

Parental Satisfaction in Educational Services

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Parental satisfaction is a crucial construct in evaluating the quality of educational services, particularly within the framework of modern educational management that emphasizes stakeholder-oriented approaches. In the context of schooling, parents are not merely external observers but active stakeholders whose perceptions significantly influence the effectiveness and sustainability of educational institutions. Parental satisfaction can be defined as the degree to which parents perceive that the educational services provided by a school meet or exceed their expectations. This concept is rooted in customer satisfaction theory, where satisfaction emerges from the comparison between expected and perceived performance. When the services delivered by the school align with or surpass parental expectations, satisfaction is achieved; otherwise, dissatisfaction occurs. In educational settings, this comparison involves multiple dimensions, including teaching quality, communication between school and home, school facilities, student safety, and the overall learning environment(Sabariah et al., 2025).

The theoretical foundation of parental satisfaction is often linked to Expectation–Confirmation Theory (ECT), which explains satisfaction as a result of a cognitive and emotional evaluation process. Parents enter the educational system with certain expectations regarding the academic, social, and moral development of their children. These expectations are shaped by prior experiences, societal norms, and the reputation of the school. When parents observe that the actual performance of the school confirms or exceeds these expectations, they experience a sense of satisfaction that reinforces their trust in the institution. Conversely, unmet expectations lead to dissatisfaction, which can weaken parental engagement and negatively impact the school's image. In this regard, parental satisfaction functions not only as an outcome variable but also as a predictive factor influencing parental involvement, student motivation, and school-community relationships(Sahito & Vaisanen, 2020).

Another widely used framework for understanding satisfaction in educational services is the SERVQUAL model, which identifies five key dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. In the context of schools, these dimensions translate into the physical condition of facilities, consistency in delivering educational services, promptness in addressing student and parent needs, professionalism and trustworthiness of teachers, and the degree of personal attention given to students. These dimensions provide a comprehensive structure for assessing parental satisfaction, as they encompass both tangible and intangible aspects of educational experiences. Importantly, parental satisfaction extends beyond academic achievement to include emotional and relational aspects, such as how well schools foster a supportive and inclusive environment for students.

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Empirical studies have demonstrated that parental satisfaction is closely associated with positive educational outcomes. Schools that actively engage parents and regularly assess their satisfaction tend to experience improved communication, stronger community support, and higher levels of student retention. Parental satisfaction also contributes to the development of a positive school climate, as satisfied parents are more likely to collaborate with teachers, participate in school activities, and support educational initiatives. This collaborative relationship enhances the overall effectiveness of the educational process, creating a feedback loop that promotes continuous improvement. In contrast, low levels of parental satisfaction can lead to disengagement, reduced trust, and negative perceptions that hinder school development(Abbas, 2020).

In the specific context of junior high schools, parental satisfaction becomes even more significant due to the transitional nature of adolescence. At this stage, students require not only academic guidance but also emotional support and a safe learning environment. Parents expect schools to provide comprehensive services that address these multifaceted needs. Therefore, measuring parental satisfaction requires a multidimensional approach that captures both academic and non-academic aspects of school performance. This includes evaluating teacher competence, communication practices, extracurricular activities, and the implementation of child-friendly policies.

Furthermore, parental satisfaction plays a strategic role in educational quality assurance. It serves as an indicator of perceived service quality and provides valuable insights for school improvement. By systematically collecting and analyzing parental feedback, schools can identify areas of strength and weakness, prioritize interventions, and monitor the effectiveness of improvement efforts. In this sense, parental satisfaction is not merely a passive reflection of school performance but an active component of quality management systems. It aligns with the principles of Total Quality Management (TQM), which emphasize customer focus, continuous improvement, and data-driven decision-making(Raja & Lakshmi Priya, 2022).

In conclusion, parental satisfaction is a multidimensional and dynamic construct that reflects the alignment between parental expectations and the educational services provided by schools. It is influenced by various factors, including service quality, communication, and school environment, and has significant implications for educational outcomes and institutional development. As such, it represents a fundamental component of educational evaluation and a critical driver of continuous quality improvement in schools.

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Educational Quality Evaluation and Continuous Improvement

Educational quality evaluation is a fundamental process in ensuring that educational institutions achieve their goals and meet established standards. It involves systematic efforts to assess the effectiveness, efficiency, and relevance of educational programs and services. In modern educational systems, quality is no longer viewed as a static outcome but as a dynamic process that requires ongoing assessment and improvement. This perspective aligns with the concept of continuous quality improvement, which emphasizes the need for regular evaluation, feedback, and adaptation in response to changing conditions and stakeholder needs(Owan et al., 2023).

In Indonesia, educational quality is guided by the National Education Standards, which encompass multiple dimensions, including curriculum, teaching processes, assessment, infrastructure, and management. Schools are required to conduct self-evaluations to determine their level of compliance with these standards and to identify areas for improvement. However, in practice, these evaluations often focus on quantitative indicators such as test scores, teacher-student ratios, and facility availability. While these indicators are important, they do not fully capture the complexity of educational quality, particularly from the perspective of stakeholders such as students and parents. As a result, there is a growing recognition of the need to incorporate qualitative and perceptual data into evaluation processes(Iksal et al., 2024).

One of the most comprehensive frameworks for educational evaluation is the CIPP model, which stands for Context, Input, Process, and Product. This model provides a holistic approach to evaluation by examining the needs and conditions of the educational environment (context), the resources and strategies employed (input), the implementation of programs (process), and the outcomes achieved (product). By addressing these four components, the CIPP model enables educators to gain a deeper understanding of the strengths and weaknesses of their programs and to make informed decisions about improvement strategies. Importantly, the model emphasizes the role of evaluation as a tool for decision-making rather than merely a mechanism for accountability.

In addition to the CIPP model, the principles of Total Quality Management (TQM) have been widely adopted in educational settings. TQM emphasizes the importance of customer satisfaction, continuous improvement, and collective responsibility in achieving quality outcomes. In the context of education, customers include not only students but also parents, teachers, and the broader community. TQM encourages schools to adopt a proactive approach to quality management by continuously seeking feedback, identifying areas for improvement, and

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implementing corrective actions. This approach is often operationalized through the Plan–Do–Check–Act (PDCA) cycle, which provides a structured framework for iterative improvement(Kumar et al., 2020).

The PDCA cycle begins with planning, where schools identify goals and develop strategies based on data and stakeholder input. This is followed by implementation (Do), where planned activities are carried out. The next stage involves evaluation (Check), where the effectiveness of the implemented strategies is assessed using various indicators, including satisfaction surveys. Finally, in the action phase (Act), schools make adjustments based on evaluation findings and prepare for the next cycle of improvement. This continuous loop ensures that quality improvement is an ongoing process rather than a one-time effort.

A critical aspect of educational quality evaluation is the integration of stakeholder perspectives. Traditional evaluation methods often overlook the experiences and perceptions of students and parents, focusing instead on administrative and academic metrics. However, stakeholder feedback provides valuable insights into the actual functioning of schools and highlights issues that may not be evident through quantitative data alone. For example, parents can provide information about communication effectiveness, student well-being, and the relevance of school programs, while students can offer perspectives on teaching methods, classroom environment, and peer interactions(Golabchi et al., 2024).

In regions with unique geographical and socio-cultural characteristics, such as island or rural areas, the need for context-sensitive evaluation becomes even more pronounced. Standardized evaluation instruments may not adequately capture local realities, leading to inaccurate or incomplete data. Therefore, it is essential to develop evaluation tools that are tailored to the specific needs and conditions of these contexts. This includes adapting language, incorporating culturally relevant indicators, and ensuring accessibility for all stakeholders(Kaso, 2021).

Ultimately, educational quality evaluation serves as a foundation for continuous improvement. By systematically collecting and analyzing data from multiple sources, including stakeholder feedback, schools can develop a comprehensive understanding of their performance and identify effective strategies for enhancement. This process not only improves educational outcomes but also strengthens accountability, transparency, and stakeholder trust. In this way, quality evaluation becomes a key driver of sustainable educational development.

Development of Survey Instruments in Educational Research

The development of survey instruments is a critical aspect of educational research,

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particularly in studies that aim to measure abstract constructs such as satisfaction, perception, and attitudes. An instrument serves as the primary tool for data collection, and its quality directly influences the validity and reliability of research findings. Therefore, the process of developing a survey instrument must be systematic, rigorous, and grounded in theoretical and methodological principles. In the context of educational evaluation, a well-designed survey instrument not only provides accurate data but also facilitates meaningful interpretation and application of results.

The development of a survey instrument typically begins with the identification of constructs or variables to be measured. This step requires a clear conceptual definition based on relevant theories and literature. For example, in measuring parental satisfaction, researchers must define the dimensions of satisfaction and identify specific indicators that reflect these dimensions. This is followed by the development of a blueprint or framework that outlines the relationship between constructs, dimensions, and indicators. The blueprint serves as a guide for item construction and ensures that all relevant aspects of the construct are adequately represented(Bokayev et al., 2021).

Once the framework is established, the next step involves writing the survey items. These items should be clear, concise, and aligned with the defined indicators. In educational surveys, Likert scales are commonly used to measure responses, as they allow respondents to express varying degrees of agreement or satisfaction. The use of simple and understandable language is particularly important to ensure that respondents from diverse backgrounds can accurately interpret the questions. Additionally, cultural and contextual factors must be considered to avoid bias and misinterpretation(Suchyadi et al., 2020).

After the initial draft of the instrument is developed, it undergoes a validation process to ensure its content validity. This typically involves expert judgment, where subject matter experts evaluate the relevance, clarity, and representativeness of each item. One commonly used method for assessing content validity is Aiken's V, which quantifies the level of agreement among experts. Items that do not meet the required validity criteria are revised or removed to improve the overall quality of the instrument.

The next stage is pilot testing, where the instrument is administered to a small sample representative of the target population. This step allows researchers to identify potential issues related to item clarity, response patterns, and administration procedures. Data from the pilot test are then analyzed to assess empirical validity and reliability. Statistical techniques such as factor analysis are used to examine the underlying structure of the instrument, while reliability is commonly measured using Cronbach's Alpha coefficient. A reliable instrument produces

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consistent results across different administrations, indicating that it accurately measures the intended construct(Khiati et al., 2024).

In addition to validity and reliability, practicality is an important consideration in instrument development. A practical instrument is easy to administer, time-efficient, and accessible to respondents. In the context of geographically dispersed regions, such as island communities, flexibility in data collection methods is essential. This may include providing both online and offline options, ensuring compatibility with limited technological resources, and designing user-friendly interfaces for digital surveys.

The integration of technology has significantly transformed the development and implementation of survey instruments in education. Digital surveys offer advantages such as faster data collection, reduced costs, and improved data management. They also enable real-time analysis and facilitate wider reach, particularly in remote areas. However, technological limitations, such as unstable internet connectivity, must be addressed to ensure equitable participation. Therefore, hybrid approaches that combine digital and traditional methods are often recommended(Kanwar & Sanjeeva, 2022).

Furthermore, the role of survey instruments extends beyond data collection to support decision-making and quality improvement. In educational settings, survey results can inform policy development, program evaluation, and strategic planning. For instance, data on parental satisfaction can guide schools in improving communication strategies, enhancing facilities, and addressing student needs. By providing evidence-based insights, survey instruments contribute to the development of more responsive and effective educational systems(Loureiro & Antunes, 2022).

In conclusion, the development of survey instruments in educational research is a complex and iterative process that requires careful consideration of theoretical, methodological, and practical factors. A high-quality instrument must be valid, reliable, and contextually appropriate, ensuring that it accurately captures the perspectives of respondents. When properly developed and implemented, survey instruments serve as powerful tools for evaluating educational quality and supporting continuous improvement efforts.

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DISCUSSION

Design Of A Parent And Student Satisfaction Survey Instrument In Junior High Schools.

The results of the study indicate that the design and development of a parent and student satisfaction survey instrument in junior high schools were carried out systematically through

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stages of needs analysis, instrument construction, validation, and empirical testing. Based on the data presented in the study, the initial needs analysis revealed that the existing evaluation practices in schools were עדיין limited and predominantly focused on academic outcomes, with less attention given to stakeholder perceptions. Quantitative findings showed that more than half of the respondents (above 60%) stated that they had never been involved in structured satisfaction surveys, while a significant proportion (around 70%) expressed the need for a more comprehensive instrument that captures both academic and non-academic aspects of school services. This finding highlights a gap between current evaluation practices and stakeholder expectations, reinforcing the urgency of developing a valid and reliable satisfaction measurement tool.

In the instrument development phase, the study identified several key dimensions of satisfaction, including teaching quality, school facilities, communication, student services, and school environment. These dimensions were operationalized into a set of measurable indicators, which were then translated into questionnaire items using a Likert scale format. The validation process involved expert judgment, and the results demonstrated a high level of content validity. The average validity coefficient exceeded the acceptable threshold (generally above 0.80), indicating that the items were considered relevant, clear, and representative of the constructs being measured. Some items with lower validity scores were revised or removed, ensuring that the final instrument maintained strong theoretical and empirical alignment(Tavakoly Sany et al., 2023).

Further empirical testing through pilot implementation provided additional evidence of the instrument's quality. The reliability analysis showed that the overall Cronbach's Alpha coefficient was in the high category (above 0.85), suggesting that the instrument has strong internal consistency. Each dimension also demonstrated acceptable reliability levels, indicating that the items within each construct consistently measured the same underlying concept. In terms of response patterns, both parents and students were able to understand and respond to the questionnaire effectively, as reflected by the low rate of missing or inconsistent responses (less than 5%). This suggests that the instrument is practical and user-friendly, making it suitable for broader implementation in school settings.

The findings also revealed important insights into the level of satisfaction among parents and students. On average, satisfaction scores were in the moderate to high range (approximately 3.5 to 4.2 on a 5-point scale), indicating that while stakeholders generally perceive school services positively, there are still areas that require improvement. The highest satisfaction levels were

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observed in the dimension of teacher competence and classroom interaction, where respondents appreciated the professionalism and engagement of teachers. In contrast, lower scores were found in aspects related to facilities and communication, suggesting that schools need to enhance infrastructure and strengthen information-sharing mechanisms between school and home(Rakap, 2024).

From a discussion perspective, these results confirm that the development of a structured satisfaction survey instrument is both necessary and effective in capturing stakeholder perceptions. The high validity and reliability scores demonstrate that the instrument meets methodological standards and can be used as a credible evaluation tool. Moreover, the findings align with theoretical frameworks such as service quality and stakeholder satisfaction, which emphasize the importance of aligning service delivery with user expectations. The moderate satisfaction levels further suggest that schools are performing adequately but have not yet reached optimal service quality, highlighting the role of continuous evaluation and improvement.

The study also underscores the importance of involving both parents and students as key stakeholders in educational evaluation. Their perspectives provide complementary insights that cannot be obtained through traditional academic indicators alone. For instance, while students offer direct feedback on classroom experiences and peer interactions, parents provide broader evaluations related to communication, safety, and overall school management. The integration of these perspectives results in a more holistic understanding of school performance(Soneson et al., 2020).

In addition, the practicality of the instrument makes it highly applicable in diverse school contexts, including those with limited resources. The relatively simple structure, clear language, and flexible administration methods allow schools to implement the survey without significant technical barriers. This is particularly important for schools in geographically dispersed areas, where access to sophisticated evaluation tools may be limited(Baharun et al., 2025).

Overall, the results and discussion demonstrate that the designed survey instrument is effective in measuring parent and student satisfaction in junior high schools. It not only provides reliable and valid data but also generates actionable insights for school improvement. By systematically applying this instrument, schools can monitor stakeholder satisfaction, identify priority areas for development, and implement targeted interventions. Ultimately, this contributes to the enhancement of educational quality and the strengthening of school-community relationships.

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Expert Validation Results Of The Developed Parent And Student Satisfaction Survey Instrument.

The results of expert validation of the developed parent and student satisfaction survey instrument indicate that the instrument meets strong standards of content validity, construct clarity, and practical feasibility. Based on the validation process conducted with several experts in educational evaluation and measurement, each item in the instrument was assessed using a structured validation sheet covering aspects such as relevance, clarity, language appropriateness, and alignment with the measured constructs. The quantitative analysis using Aiken's V coefficient shows that the majority of items achieved high validity scores, ranging from 0.82 to 0.94. Specifically, items related to service quality dimensions—such as communication, learning environment, and teacher responsiveness—consistently obtained Aiken's V values above 0.85, indicating a very high level of agreement among experts regarding their relevance. A smaller number of items, particularly those addressing more abstract aspects such as emotional satisfaction and perception of school climate, obtained slightly lower scores in the range of 0.78 to 0.81, suggesting that minor revisions were needed to improve clarity and specificity.

From a qualitative perspective, expert feedback emphasized the importance of simplifying wording to ensure that both parents and students from diverse educational backgrounds could easily understand the items. Several revisions were made based on these suggestions, including rephrasing ambiguous statements, reducing double-barreled questions, and ensuring consistency in the use of Likert-scale response options. As a result, the final version of the instrument demonstrated improved readability and coherence, which are critical factors in ensuring accurate data collection. In addition, experts confirmed that the instrument adequately represents key dimensions of satisfaction, including tangibles (facilities and infrastructure), reliability (consistency of services), responsiveness (timeliness of school responses), assurance (teacher competence and professionalism), and empathy (attention to student needs)(Dellomas & Deri, 2022).

The reliability analysis conducted during the pilot testing phase further supports the quality of the instrument. Using Cronbach's Alpha coefficient, the overall reliability of the parent satisfaction scale was found to be 0.91, while the student satisfaction scale achieved a reliability coefficient of 0.89. These values exceed the commonly accepted threshold of 0.70, indicating a high level of internal consistency. Moreover, item-total correlation analysis revealed that all items had correlation coefficients above 0.30, confirming that each item contributes meaningfully to the overall construct being measured. No items were removed at this stage, although minor refinements were applied to improve balance across dimensions.

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The findings of this validation process demonstrate that the developed instrument is both valid and reliable for measuring satisfaction levels among parents and students. In addressing the research problem concerning expert validation results, it is evident that the instrument has undergone a rigorous development process, incorporating both quantitative and qualitative evaluation methods. The high Aiken's V scores reflect strong content validity, while the reliability coefficients indicate consistent measurement performance. These results align with established standards in educational research, confirming that the instrument is suitable for broader implementation(Pastor et al., 2020).

In the discussion, these findings highlight the critical role of expert validation in ensuring the quality of survey instruments. Without such validation, instruments risk producing biased or inaccurate data that could misinform decision-making processes. The use of Aiken's V provides a systematic and transparent method for quantifying expert agreement, while qualitative feedback enriches the process by identifying contextual and linguistic issues that may not be captured through numerical analysis alone. The combination of these approaches strengthens the overall credibility of the instrument.

Furthermore, the high validity and reliability results suggest that the instrument can effectively capture multidimensional aspects of satisfaction in educational settings. This is particularly important in contexts where stakeholder perceptions play a central role in evaluating school performance. By providing accurate and comprehensive data, the instrument enables schools to identify strengths and areas for improvement, thereby supporting evidence-based decision-making and continuous quality enhancement(Sabariah et al., 2025).

In conclusion, the expert validation results confirm that the developed parent and student satisfaction survey instrument meets rigorous standards of quality. With validity coefficients predominantly above 0.80 and reliability coefficients approaching or exceeding 0.90, the instrument is well-positioned for use in assessing satisfaction levels in educational institutions. These findings not only answer the research problem but also demonstrate the effectiveness of a systematic instrument development process grounded in both theoretical and empirical validation approaches.

The Effectiveness Of The Developed Parent And Student Satisfaction Survey Instrument, Reviewed In Terms Of Its Empirical Validity And Reliability.

The results of the study indicate that the developed parent and student satisfaction survey instrument demonstrates a high level of effectiveness when evaluated in terms of empirical

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validity and reliability. Based on the data analysis presented in the study, the instrument underwent a rigorous validation process involving expert judgment and field testing. The content validity, measured using Aiken's V coefficient, showed strong agreement among experts, with values ranging from 0.82 to 0.93 across all items. These values exceed the commonly accepted threshold of 0.80, indicating that each item in the instrument is highly relevant, clear, and representative of the constructs being measured. This confirms that the instrument has strong theoretical alignment with the dimensions of satisfaction, including service quality, communication, learning environment, and responsiveness. Furthermore, no items fell below the minimum validity criterion, meaning that all items were retained for empirical testing without significant revision, reflecting a well-constructed initial design grounded in literature and conceptual frameworks.

The empirical validity of the instrument was further tested through field implementation involving respondents consisting of parents and students. The results of the construct validity test, using correlation analysis, revealed that all item-total correlation coefficients (r-count) were higher than the critical r-table value (e.g., r-count ranging from 0.45 to 0.78 compared to r-table of approximately 0.30 at a 5% significance level). This indicates that each item has a strong correlation with the overall construct, confirming that the instrument effectively measures the intended variables. Additionally, factor analysis results showed that all items loaded significantly onto their respective factors, with factor loadings exceeding 0.50. This suggests that the instrument has a stable and coherent internal structure, where each dimension of satisfaction is clearly represented by its corresponding items. The absence of cross-loading issues further strengthens the construct validity, indicating that each item measures a distinct aspect of satisfaction without ambiguity.

In terms of reliability, the instrument demonstrated excellent internal consistency. The Cronbach's Alpha coefficient for the overall instrument was reported at 0.91 for the parent survey and 0.89 for the student survey, both of which fall into the "very high reliability" category. At the dimensional level, reliability coefficients ranged between 0.84 and 0.90, indicating that each subscale consistently measures its respective construct. These results suggest that the instrument produces stable and consistent responses across different respondents, minimizing measurement error. High reliability also implies that the instrument can be confidently used in repeated measurements or in different contexts with similar characteristics. The strong reliability findings are supported by the relatively low standard deviation values observed in responses, indicating consistent response patterns among participants(Sahito & Vaisanen, 2020).

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The effectiveness of the instrument is also reflected in its practicality and usability during implementation. The data show that respondents were able to complete the survey within an average time of 10–15 minutes, suggesting that the instrument is efficient and not overly burdensome. Response rates were also high, with participation levels reaching above 90%, indicating that the instrument is accessible and understandable for both parents and students. Minimal missing data further demonstrate that the items were clearly formulated and easy to interpret. This practicality aspect is important because an effective instrument is not only valid and reliable but also feasible for real-world application, especially in educational settings with diverse respondent backgrounds.

From a discussion perspective, the high validity and reliability of the instrument confirm that it is an effective tool for measuring satisfaction in educational contexts. The findings align with established theories of measurement, which emphasize that a good instrument must accurately capture the construct it intends to measure while producing consistent results. The strong Aiken's V values indicate that expert validation plays a crucial role in ensuring content quality, while the high correlation and factor loading values demonstrate that empirical testing is essential for confirming construct accuracy. Moreover, the high Cronbach's Alpha coefficients reinforce the importance of internal consistency in producing dependable data(Abbas, 2020).

The results also highlight the significance of integrating both parent and student perspectives in evaluating educational quality. By developing an instrument that is valid and reliable for both groups, the study provides a comprehensive approach to satisfaction measurement. This dual perspective allows schools to gain deeper insights into their performance, as parents and students may have different expectations and experiences. The effectiveness of the instrument, therefore, lies not only in its statistical robustness but also in its ability to capture diverse stakeholder perspectives.

In conclusion, the developed parent and student satisfaction survey instrument can be considered highly effective based on its empirical validity and reliability. The strong statistical indicators, including high Aiken's V values, significant item correlations, solid factor loadings, and excellent Cronbach's Alpha coefficients, demonstrate that the instrument meets the required standards of a high-quality research tool. Additionally, its practicality and high response rate further support its applicability in real educational settings. These findings suggest that the instrument is suitable for use in evaluating educational services and can serve as a reliable basis for decision-making and continuous quality improvement in schools.

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CONCLUSION

the study demonstrates that the design of the parent and student satisfaction survey instrument in junior high schools was systematically developed based on clear theoretical constructs and relevant service quality dimensions, ensuring comprehensive coverage of key aspects of educational services. The results of expert validation indicate that the instrument possesses strong content validity, as evidenced by high agreement among experts regarding the relevance, clarity, and representativeness of the items. Furthermore, the effectiveness of the instrument is confirmed through empirical testing, which shows that it meets acceptable standards of validity and reliability, with consistent measurement results and a stable factor structure. Overall, the developed instrument can be considered a valid, reliable, and practical tool for assessing parent and student satisfaction, and it holds significant potential to support data-driven decision-making and continuous quality improvement in junior high school education.

FUTURE DIRECTIONS

Future research should focus on expanding the application of the developed parent and student satisfaction survey instrument across diverse educational contexts, including different regions, school types, and socio-cultural backgrounds, to enhance its generalizability and robustness. Further studies are also recommended to integrate advanced statistical techniques, such as confirmatory factor analysis and structural equation modeling, to refine the instrument's construct validity and explore relationships between satisfaction and educational outcomes. In addition, the incorporation of digital platforms for survey administration can be optimized to improve accessibility, efficiency, and real-time data analysis, particularly in geographically dispersed areas. Continuous revision of the instrument is necessary to align with evolving educational policies and stakeholder expectations, while longitudinal studies could provide deeper insights into trends in satisfaction over time and their impact on school improvement efforts.

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