

THE ASSESSMENT OF CUSTOMER SATISFACTION AT HOMESCHOOLING KAK SETO SOLO

PENILAIAN KEPUASAN PELANGGAN DI HOMESCHOOLING KAK SETO SOLO

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Abstract

This research is purposed to assess the customer satisfaction at Homeschooling Kak Seto Solo. This research is a descriptive study using survey methods. The results showed the level of student satisfaction with services provided by Homeschooling Kak Seto Solo is in the category of satisfied by 73.34% whereas the level of parental satisfaction in the category of strongly satisfied by 77.51%. The level of customer satisfaction based on the dimensions of empathy is in the category of strongly satisfied at 78.14%, the level of customer satisfaction based on tangible dimension is in the category of satisfied at 68.51%, the level of customer satisfaction based on the dimensions of reliability is in the category satisfied at 74.64%, the level of customer satisfaction based on the assurance dimension is in the category of strongly satisfied at 76.98%.

Keywords: customer satisfaction, homeschooling

Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat kepuasan pelanggan terhadap pelayanan yang diberikan oleh Homeschooling Kak Seto Solo. Penelitian ini merupakan penelitian deskriptif dengan menggunakan metode survey. Hasil penelitian menunjukkan tingkat kepuasan siswa terhadap pelayanan yang diberikan oleh Homeschooling Kak Seto Solo berada pada kategori puas dengan skor sebesar 73,34% sedangkan tingkat kepuasan orangtua berada pada kategori sangat puas dengan skor sebesar 77,51%. Tingkat kepuasan pelanggan berdasarkan dimensi empathy berada pada kategori sangat memuaskan sebesar 78,14%, tingkat kepuasan pelanggan berdasarkan dimensi tangible berada pada kategori memuaskan sebesar 68,51%, tingkat kepuasan pelanggan berdasarkan dimensi reliability berada pada kategori memuaskan sebesar 74,64%, tingkat kepuasan pelanggan berdasarkan dimensi assurance berada pada kategori sangat memuaskan sebesar 76,98%.

Kata kunci: kepuasan pelanggan, homeschooling

INTRODUCTION

Education nowadays in Indonesia moves progressively dynamic, children are no longer focused on formal schooling only, but also they have another option, example homeschooling. Kho (2008: 243-244), states that the legality of homeschooling in Indonesia relies on *Undang-undang pasal 27 No. 20 tahun 2003 tentang Sistem Pendidikan Nasional*. Another regulation about homeschooling relies on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 129 Tahun 2014 tentang Sekolahrumah*.

According to Sumardiono (2007: 4), homeschooling is a model of education in which a family chooses to be solely responsible for the education of their children and educate them about using home as a base of the education. Homeschooling is a non-formal educational system that can be an alternative solution for those who do not take formal education. It aims to let each potential of the unique learners can be developed optimally.

Homeschooling is slightly different from the formal education system features with several advantages and limitations. As described by Sumardiono (2007: 16), several advantages of homeschooling can be revealed such as it is customized or allowed to make an individual adjustment of

education, providing opportunities for self-reliance and individual creativity which not found in the model of public schools. It can also increase students' skill without following the standard of time as applied to the regular school. The students are more ready to be involved in society because their learning process based on daily social activities. Instead of minimizing the presence of unidentified value or socially deviant, homeschooling is relatively direct the growth and development of children values to the family's values.

Based on the researcher's interview, it found that there are some agreements and disagreements toward homeschooling. Some of the respondents said that homeschooling could set a deeper religious teaching to the children, adjust the level of children's ability, and sharpen their skills and creativity. Some others say that due to the limited capacity of parents, they feel that homeschooling is not optimal for their children's education compared to formal education held by professional teachers.

Nonetheless, there are some people choose and think that homeschooling as the good alternative school. The reason is time and homeschooling is more flexible than the regular schools. The main reasons why parents choose homeschooling for their

children's education are to provide a better education at home, to having a better religion/belief, and to avoid a dangerous environment at schools (Aar, 2013).

Some people think that homeschooling is better because they compete with others who prefer to regular school by following the test of equality that consists of three exam packages namely Package A (equals to elementary school), Package B (equals to secondary level), and Package C (equals to High School). Therefore, learners do not have to worry about their education choice in homeschooling. Apparently, most people are not quite aware of the institution of homeschooling which has already widely opened in Indonesia. Based on the online survey, on the 36 respondents the aged range of 19-25 years in the Java Island related to public knowledge of homeschooling and it showed that:

1. 11.1% of respondents did not know the existence of institutions of homeschooling.
2. 47.2% of respondents did not know about homeschooling community (some students study with a tutor in the same room).
3. 58.3% of respondents believed that the quality of homeschooling system was equal with formal school education.
4. 47.2% of respondents felt that homeschooling restricts children to socialize.

5. 100% of respondents would not choose to homeschool as a primary education based for their children. That means public's trust in homeschooling is still low.

The parents also informed the researcher that the quality of education at homeschooling is relatively similar with formal education, and they chose to homeschool as an alternative non-formal education because nowadays homeschooling is already legal in Indonesia refers to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 129 Tahun 2014 tentang Sekolahrumah* and there is even a test of equality for the homeschoolers. However, based on the survey which has mentioned above, still, there are apparently people who did not know what homeschooling is or even to put trust on it. For additional information, there are parents that entrust their three children to take homeschooling in Kak Seto Homeschooling, but unfortunately, this kind of thing is unpopular to the public.

As a service provider in the non-formal education, the institution surely has a strategy to advance and improve their quality, so that the stakeholders of education such as the students, parents, government, and the society in general will be satisfied with their services. According to Parasuraman on

Lupiyoadi & Hamdani (2006: 182), the quality of services can be measured by these five dimensions:

1. Tangible; it is the company's ability to show its existence to the external.
2. Reliability; which is the company's ability to provide by the promised accurately and reliably.
3. Responsiveness; it is a policy to assist and provide fast service and directly to the customers, by delivering the information clearly.
4. Assurance; which is knowledge, politeness, and the ability of the employees of companies to foster a sense of trust in the customer.
5. Empathy; it gives a sincere attention and individually or personally that given to the customers by trying to understand the desire of the customer.

Those fifth dimensions can be used to measure the customer satisfaction at an education institution—as the service provider.

Thus, in this study, the researcher tries to inform that there is an alternative education that is homeschooling which is already widely recognized in Indonesia. The researcher also tries to inform the satisfaction assessment of people who have been joining homeschooling. Extending customer

satisfaction may offer a different opinion to the public. They can choose to homeschool as an alternative education. That is to say, homeschooling is undoubtedly unlike the thought of a society in general.

One of the homeschooling institutions that can be a choice of non-formal education in Indonesia is Homeschooling Kak Seto. The homeschooling was found upon initiation of Kak Seto, to fulfill the education needs of people who are cannot take the formal school. This institution has also opened branches in several cities in Indonesia, and one of the branches is in Solo, located at Jl. Cocak I, No. 04, Sidorejo, Mangkubumen Banjarsari, Central Java. The institution also has conducted the community homeschooling program.

Therefore, homeschooling organizations need to evaluate its performance to an improvement of quality for a better future. Because education is a valuable investment for an extended period, then the improvement in education must continue to be performed. One of the improvements is to conduct an assessment of stakeholder satisfaction toward homeschooling institution to convince society at the service of homeschooling itself.

RESEARCH METHOD

Type of this research was descriptive with quantitative approach. A descriptive method in this research is used to interpret the data obtained by the quantitative approach of question form which has been disseminated and processed by using statistics analysis. The study results are interpreted by using charts percentage.

The population in this research was all the parents and students of Homeschooling Kak Seto Solo on the academic year of 2016/2017 amounted to 102 people. The number of samples was calculated using the following Slovin formula ($n = \frac{N}{1 + Ne^2}$) with precision value of 95%, the sample used was 81 persons consist of 32 students and 50 parents Samples were taken using the disproportionate stratified random sampling.

The researcher selects parents and students as the subject of this study with a consideration that they are the customers that most closely related to the institution. Parents come to Homeschooling Kak Seto Solo more often than the other secondary customer, while the student is the consumer who directly enjoys the services from Homeschooling Kak Seto Solo. Based on that explanation, they can fill out the question form with a proper consideration.

In this research, the researcher used try out applied because of the limitation of the respondents. Hadi (2000: 50) said that in the applied try out, the result of the trial is directly used to test hypotheses of the study and of course the data used to be analyzed the valid points only.

Assessment of satisfaction taken by using the enclosed questionnaire consisting of several positive statements and negative statements by using four alternatives result from a modified scale of Likert with the following option categories:

- SS = *Sangat Setuju*
- S = *Setuju*
- TS = *Tidak Setuju*
- STS = *Sangat Tidak Setuju*

The purposes of quantitative analysis, the answer was given a score as follows:

Table 1. Scoring for the Positive and Negative Statement

Answers Categories	Scores	
	Positive Statement	Negative Statement
<i>Sangat Setuju</i>	4	1
<i>Setuju</i>	3	2
<i>Tidak Setuju</i>	2	3
<i>Sangat Tidak Setuju</i>	1	4

Source: Sugiyono (2013: 135)

As to knowing the validity of the instrument in this research, the researcher uses Pearson correlation product moment method by using SPSS

(Statistical Package for the Social Sciences) software. To test the reliability of the instrument in this research, the researcher will use Cronbach Alpha method with SPSS software.

Data analysis technique of this research was quantitative descriptive such as frequency table and graphics. This technique can show the research data clearly by classifying them based on the answers obtained from the questionnaire and converted into data numeral, so the readers will not misinterpret the result data of this research.

RESULT AND DISCUSSION

Data presented below are the data calculation from 32 valid questionnaires from the student and 50 valid questionnaires from the parents. The results data is presented on graphics based on the indicators of each dimensions with interval scoring point from 1 to 4. The result of the assessment of customer satisfaction at Homeschooling Kak Seto Solo seen from five dimension of service quality is as follows:

Students

Responsiveness Dimension

Based on the responsiveness dimension performance score, the highest point on this dimension was The Tutor’s Response to Complaints; it got scored 3.22. The lowest point was on The Clarity in Delivering Information, it got scored 3. The indicators of responsiveness dimension are shown on the table below:

Table 2. The Indicators Description of the Responsiveness Dimension

No	Description
a.	The tutor’s ability in guiding children.
b.	The tutor’s response to complaints.
c.	The tutor’s response to advices
d.	The clarity in delivering information.
e.	The tutor’s alacrity in helping and fulfilling student’s requests.

Source primary data

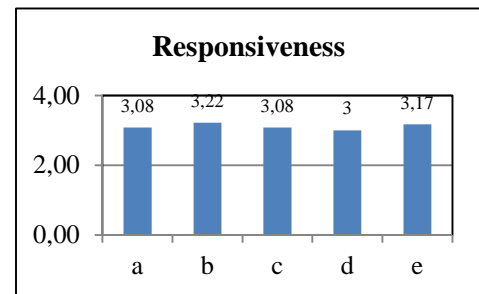


Figure 1. Graphic data of the responsiveness dimension.

Empathy Dimension

Based on the empathy dimension performance score, the highest point on this dimension was The Tutor’s Ability in Understanding the Students’ Needs with 3.11 points. The lowest point was How Tutor Face the Students’ Learning

Problems with 2.94 points. The indicators of empathy dimension are shown on the table below:

Table 3. The Indicators Description of the Empathy Dimension

No	Description
a.	How tutors welcoming students.
b.	Personal attention by tutors to the students.
c.	How tutor face the students' learning problems.
d.	Tutor's interaction with students.
e.	The tutor's ability in understanding the students' needs.
f.	The hospitality of tutors and employees.

Source: primary data

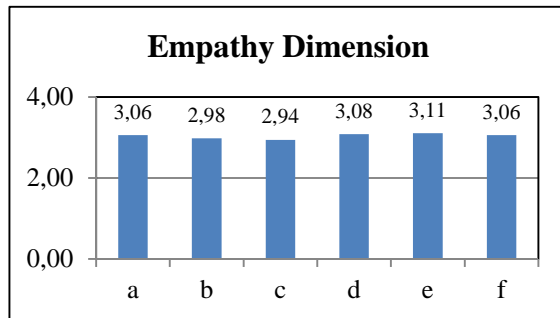


Figure 2. Graphic data of the empathy dimension

Tangible Dimension

Based on the tangible dimension performance score, the highest point on this dimension was the Students' Comfort Feelings towards Facilities and Infrastructure of HSKS Solo with 2.78 points. The lowest point was The Condition of The Building Study

Physically with 2.56 points. The indicators of tangible dimension are shown on the table below:

Table 4. The Indicators Description of the Tangible Dimension

No	Description
a.	The condition of the building study physically.
b.	The cleanliness of learning areas.
c.	The availability if facilities and infrastructure in HSKS Solo.
d.	Students' comfort feelings towards facilities and infrastructure of HSKS Solo.

Source: primary data

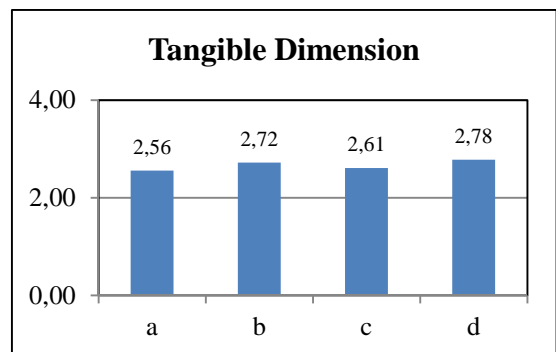


Figure 3. Graphic data of the tangible dimension

Reliability Dimension

Based on the reliability dimension performance score, the highest point on this dimension was The Accuracy in Administrating Documents with 3.13 points. The lowest point was The Implementation of Extracurricular

Activities with 2.51 points. The indicators of reliability dimension are shown on the table below:

Table 5. The Indicators Description of the Reliability Dimension

No	Description
a.	The openness and conformity of HSKS Solo towards learning program activities that had been informed at the beginning.
b.	The suitability of services with the mission of the institution.
c.	The uses of the curriculum according to children's needs and ability.
d.	The implementation of extracurricular activities.
e.	The tutor's insight and skills in answering students' questions
f.	The process of improving the students' abilities in cognitive aspect.
g.	The accuracy in administrating documents.

Source: primary data

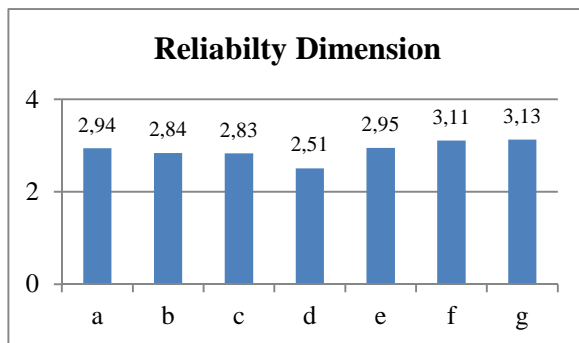


Figure 4. Graphic data of the reliability dimension

Assurance Dimension

Based on the assurance dimension performance score, the highest point on this dimension was the Students' Assessment to Tutor and Employees' Appearance with 3.11 points. The lowest point was The Availability of First Aid and Services with 2.63 point. The indicators of the assurance dimension are shown on the table below:

Table 6. The Indicators Description of the Assurance Dimension

No	Description
a.	Students' assessment to tutor and employee's appearance.
b.	A safety feelings of students while in the learning area.
c.	Students' assessment to the institutions behavior.
d.	Students' assessment towards the responsibility of institution.
e.	The availability of first aid services.

Source: primary data

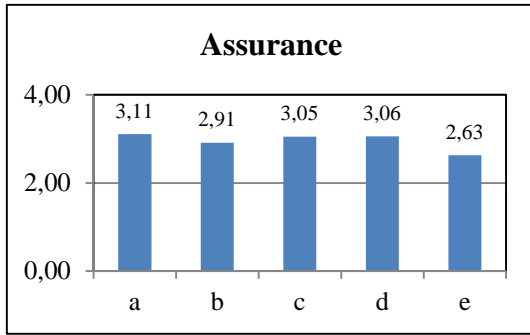


Figure 5. Graphic data of the assurance dimension

Parents

Responsiveness Dimension

Based on the responsiveness dimension performance score, that the highest point on this dimension was The Tutor’s Ability in Guiding with 3.34 points. The lowest point was The Clarity in Delivering Information with 3.07 points. The indicators of the responsiveness dimension are shown on the table below:

Table 7. The Indicators Description of the Responsiveness Dimension

No	Description
a.	The tutor’s ability in guiding children
b.	The tutor and employee’s ability in answering questions
c.	Institution’s response toward complaints
d.	Institution’s response toward advices
e.	The clarity in delivering information

f. **Willingness in providing services**

Source: primary data

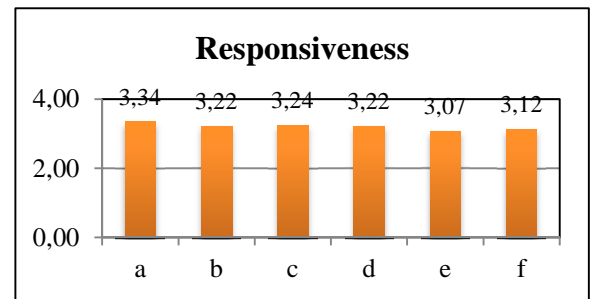


Figure 6. Graphic data of the responsiveness dimension

Empathy Dimension

Based on the empathy dimension performance score, the highest point on this dimension was the Tutor’s Interaction Behavior with 3.33 points. The lowest point was The Ability of Institutions in Understanding the Parent’s Needs and Desires toward the Institution and the Tutor and Employee’s willingness to Pay Attention to Parent’s Problems, both of them were got 3.1 points. The indicators of the empathy dimension are shown on the table below:

Table 8. The Indicators Description of the Empathy Dimension

No	Description
a.	How tutors welcoming parents
b.	Tutor’s interaction behavior
c.	The ability of institutions in understanding the parent’s needs and desires toward the institution

- d. Providing good communication toward parents
- e. The hospitality of tutors and employees
- f. Tutor and employee's willingness to pay attention to parents' problems

Source: primary data

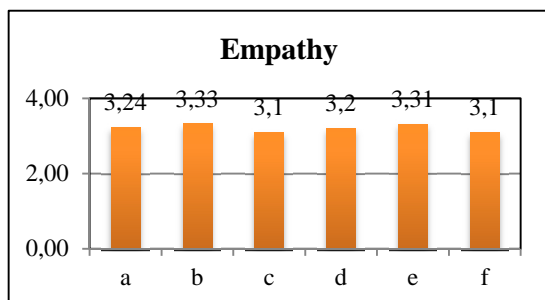


Figure 7. Graphic data of the responsiveness dimension

Tangible Dimension

Based on the tangible dimension performance score, the highest point on this dimension was The Pleasant and Cleanliness of The Building Facilities with 2.91 points. The lowest point was The Existence of Supporting Facilities in HSKS Solo with 2.7 points. The indicators of the tangible dimension are shown on the table below:

Table 9. The Indicators Description of the Tangible Dimension

No	Description
a.	The appearance of physical main facilities
b.	The pleasant and cleanliness of the building facilities

- c. The existence of supporting facilities in HSKS Solo

Source: primary data

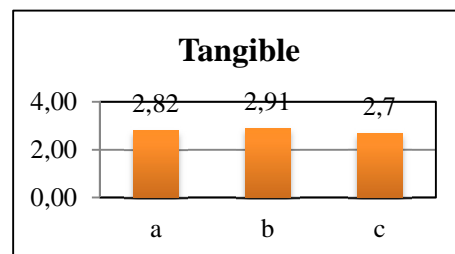


Figure 8. Graphic data of the tangible dimension

Reliability Dimension

Based on the reliability dimension performance score, the highest point on this dimension was The Suitability of Services with The Mission of The Institution with 3.17 points. The lowest point was The Implementation of Extracurricular Activities with 2.93 points. The indicators of the reliability dimension are shown on the table below:

Table 10. The Indicators Description of the Reliability Dimension

No	Description
a.	The implementation of extracurricular activities
b.	Cost transparency
c.	The accuracy in administrating document
No	Description

d.	Parents' involvement in the learning program
e.	The openness and conformity of HSKS Solo towards learning program activities that had been informed at the beginning
f.	The suitability of services with the mission of the institution
g.	The institution's ability in giving a truly attention towards parents' problem

Source: primary data

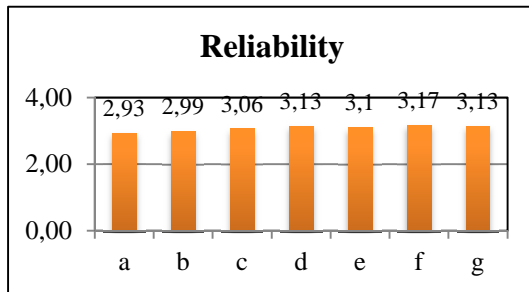


Figure 9. Graphic data of the reliability dimension

Assurance Dimension

Based on the assurance dimension performance score, the highest point on this dimension was The Assessment for Tutors and Employees' Appearance with 3.41 points. The lowest point was the Security Guarantees for Students with 3.04 points. The indicators of the assurance dimension are shown on the table below:

Table 11. The Indicators Description of the Assurance Dimension

	Description
	The assessment for tutors and employees' appearance
	A feeling of safety and trust for dealing with the institution
	The assessment towards institution's behavior
	The availability of first aid services
	Security guarantees for students

Source: primary data

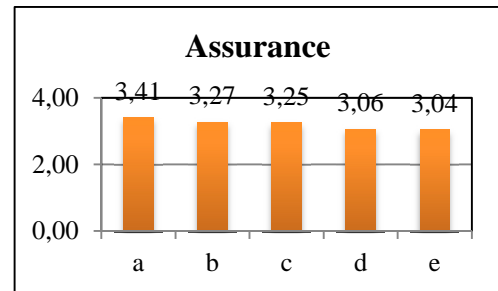


Figure 10. Graphic data of the assurance dimension

The data results that had been obtained from the students and the parents then calculated on a total average value table below:

Table 12. Total Average Value of the Questionnaire Results

No	Dimension	Average Value	
		Students	Parents
1.	Responsiveness	3.11	3.20
2.	Empathy	3.04	3.21
3.	Tangible	2.67	2.81

4.	Reliability	2.90	3.07
5	Assurance	2.95	3.20
.			6
	Mean	2.93	3.10

Source: primary data

From the table above, it shows that both of students and parents have different opinions in appraise the Homeschooling Kak Seto performance. The number indicate the highest point from the students on responsiveness dimension, while parents on empathy dimension. Nonetheless, the numbers in red color shows that both of them gave the lowest score on tangible dimension.

CONCLUSION AND SUGGESTION

Conclusion

The satisfaction assessment by students was satisfied with total percentage score of 73.34%. The highest score was on the indicator of Tutor's Response to Complaints from responsiveness dimension with the mean score of 3.22 points. The lowest score was the indicator of The Implementation of Extracurricular Activities from reliability dimension with the average score of 2.51 points.

The satisfaction assessment by parents was strongly satisfied with total percentage score of 77.51%. The highest score was the indicator of The Assessment

for Tutors and Employee's Appearance from assurance dimension with the average score of 3.41 points. The lowest score was the indicator of The Existence of Supporting Facilities in HSKS Solo from tangible dimension with the average score of 2.70 points out of 4.

Either students or parents, both of them were given the lowest assessment on tangible dimension with each of the average score 2.67 and 2.81 points out of 4.

The numbers of the average value are shown the different number between students and parents, and to knowing their satisfaction level towards service provided by Homeschooling Kak Seto Solo, this table below is shown the classification of the satisfaction level according to Likert scale:

No	Interval Percentage	Categories
1	P 25%	Very Dissatisfied
2	25% < P 50%	Dissatisfied
3	50% < P 75%	Satisfied
4	75% < P 100%	Strongly Satisfied

Source: Likert scale with modification

According to the table 12, the satisfaction level out of 4 points of the student questionnaire showed 2.93 points or 73.25% and from the parent questionnaire showed 3.10 points or 77.5%. Based on the satisfaction level

categories on the table 13, 32 of the students were satisfied with the services provided by the Homeschooling Kak Seto Solo, and from 50 parents, they were satisfied with the services provided by the institution.

Suggestion

1. For School

The institution board team for extracurricular activities should pay more attention to this activity, based on the lowest point of student questionnaire, The Implementation of Extracurricular Activities as one of the indicators of reliability dimension got score of 2.51 points out of 4. Considering help learners to discover and develop talents and interests optimally is one of institution's missions.

The board of the institution should pay more attention to the tangibility dimension. Based on the lowest point of parent questionnaire, The Existence of Supporting Facilities in HSKS Solo as one of the indicator of tangible dimension was got score 2.70 points out of 4. The tangibility dimension is the most important in service entities. Tangible aspect certainly supports the operation of the service entities to gain its goals.

2. For Future Research

The data on this research was only taken by the questionnaire. So, the next researcher might be better to add more techniques in obtaining the data to get the better result of the research. The next researcher also should monitor while the parents and students are filling the questionnaire to ensure that they are completely filling the questions.

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