

Determinants of the Satisfaction of Class Xi And Class Xii Students in High School in Banten Province

Prof. Dr. Sudadio, M.Pd¹, Dr. Evi Afiati, M.Pd², Usman Usman³, Rizki Setiawan⁴, Fahmi Fahmi⁵



ABSTRACT: Banten Province has implemented the amendment to Law No. 23/2014 regarding the transfer of authority in the education sector since 2017. This regulation aims to improve the quality of education services and ensure balanced attention at local and central levels. A survey was conducted to assess high school students' satisfaction with education services and identify areas for improvement. The qualitative survey employed random sampling to select schools, with data collected using a satisfaction questionnaire. Descriptive statistical analysis provided insights into satisfaction levels. At the same time, inferential statistics examined relationships between five independent variables (facilities, psychosocial support, curriculum, self-development, and assessment) and the dependent variable (learning quality). Results showed satisfaction percentages: learning quality (79.13%), facilities (79.35%), psychosocial support (78.28%), self-development (80.06%), curriculum (78.52%), and assessment process (81.38%). Hypothesis testing revealed a significant simultaneous effect of all independent variables on learning quality ($\text{sig.} = 0.000 < 0.05$). Facilities, self-development, and assessment significantly impacted learning quality individually. Overall, students responded satisfactorily to education services, though improvements are necessary to enhance specific aspects. These findings highlight the need for targeted strategies to elevate education quality and continuously achieve optimal student outcomes.

KEYWORD: Education Services, Learning Quality

INTRODUCTION

Amendments to Law Number 23 of 2014 concerning Regional Government have made adjustments, especially regarding the distribution of authority of districts/cities, provinces, and the central government. A significant change is the transfer of authority in the field of education. For example, the management of Hight School or Vocational High School in Banbten Provinc, which was previously managed by districts/cities, is now managed by the province. The attachment to Law Number 23 of 2014 details how authority is distributed in the education sector, where the central government manages higher education, secondary education is the province's responsibility, and basic education is managed by districts/cities. The regulation on the transfer of management of Hight School or Vocational High School by the province has been in effect since January 2017. This change is expected to improve the quality of education services and ensure that each level of education receives appropriate attention from the regional and central governments.

Banten Province has implemented the regulation, so it has a big responsibility to provide educational services that can meet the needs of students. The population in Banten Province continues to increase, so the challenges in providing educational facilities and resources are also increasingly complex (Ardie et al., 2017: 183). With the increasing population, the challenges in managing the education system in this region are increasingly complex. Education services cover aspects of the curriculum and learning methods and include supporting facilities such as infrastructure, teaching staff, and school management (Siregar & S, 2021: 35). However, various steps and policies have been gradually implemented to improve the quality of education. These efforts include improving the welfare of teaching staff, training for teaching staff, developing better school infrastructure, and providing wider access to education for all levels of society (Waqar, 2022: 53). With collaboration between the government, society, and the private sector, and it is hoped that these challenges can be overcome effectively so that education in Banten province can achieve higher and more equitable standards for all citizens.

Quality educational institution facilities and infrastructure must be prioritized to ensure student satisfaction and continued

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engagement in the learning process. Improving the quality of education also requires collaboration between the government, society, and the private sector to create an ecosystem that supports holistic educational development (Levina & Prokofieva, 2021: 6). A critical strategy in achieving this goal is to integrate guidance and counseling services into the teaching and learning process (Dianovi et al., 2022: 99). This integration helps students in facing academic challenges and also promotes their emotional and social growth, leading to a better and more effective learning atmosphere.

Guidance and counseling services play a role in facilitating the self-development of students. The role of counselors is crucial in providing the support needed for students to achieve their maximum potential in various aspects of life (Dianovi et al., 2022: 100). Close collaboration between counselors and educators can create an inclusive and supportive learning environment where each student feels valued and motivated to grow (Lakkala et al., 2021: 8). Therefore, it is essential to conduct periodic evaluations of guidance and counseling services, student self-development, infrastructure, curriculum and assessment processes to ensure that all components function optimally and support each other in creating a holistic learning experience for students.

Research conducted by Basuki (2021:99) revealed various challenges in educational development in Banten Province. Among them are limited facilities and infrastructure, such as the number of buildings, facilities, and educational infrastructure that need to be improved. In addition, academic development is still uneven, with community access to educational services still needing to be optimal. Quality schools tend to be concentrated in urban areas, while access is limited in other regions. Teacher capacity and competence also vary, with some failing to meet the expected quality standards. In addition, coordination between the provincial and district/city governments is necessary to run better.

The education profile in Banten Province shows an average school quality report card score of 6.16, with a significant level of achievement categorized as high-quality NES 4, indicating areas for improvement in education services and stakeholder engagement (Sudadio et al., 2023:4406). One step that can be taken is to implement a teacher training program that focuses on innovative teaching strategies and the use of technology in the classroom. Improving teacher competence is hoped to create a more interactive and engaging learning environment for students to be more motivated to participate actively in the learning process.

Based on the research conducted, this study aims to determine the effectiveness of the services provided and identify areas that need improvement so that counselors can better meet students' needs and improve the overall quality of education. The survey respondents were high school students in Banten province. The results of this survey are expected to provide valuable insights for schools and policymakers in formulating strategies to improve guidance and counseling services and student self-development to create a more supportive learning environment for their development. The importance of student feedback in this process cannot be ignored because students feel the most impact from the guidance and counseling services and education provided.

Besides that, the study also measures factor determinant satisfaction service participant education from various aspects like quality teaching, facilities education, and interaction between students with power educators. Research This aims to give more insight into how each factor contributes to the overall experience. Study participants educate and identify areas in need of improvement. The result of the study is expected to become a base for the taker's decision to formulate more effective policies for increasing quality service education in Banten Province.

THEORETICAL FRAMEWORK

Education Services

Education is an effort to improve the quality of human resources through the dissemination of knowledge and skills that are relevant to the actual needs of society. Every citizen has the right to receive quality education to contribute optimally to the social and economic development of the country. This right is guaranteed in the 1945 Constitution, which states that education is a fundamental right for every citizen. Quality education includes academic aspects, character development, and life skills that are important to face future challenges (Noor, T. 2018: 140-143).

Educational services are systematic efforts to provide equal access to all individuals, ensuring everyone can learn and develop according to their potential (Levina & Prokofieva, 2021:4-5). These efforts include administrative, academic, and non-academic aspects. Administrative aspects include managing and providing resources needed to support the educational process, including funding, infrastructure, and supportive policies. Academic aspects include a curriculum designed to meet student needs and facilitate effective learning, while non-academic aspects focus on extracurricular activities that support students' social and emotional development. Non-academic aspects include various activities that can improve interpersonal, leadership, and collaboration skills among students so that they are better prepared to face complex challenges in the real world (Patsun 2015:173-175).

Educational services play a role in supporting the quality of learning. Good quality educational services can create a conducive

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learning environment, encourage students to actively participate and explore their potential optimally, and ultimately strengthen user satisfaction (Triwijayanti et al. al., 2022: 78) . The importance of collaboration between various stakeholders, including parents, teachers, and communities, also cannot be ignored in creating a holistic and sustainable educational ecosystem (Levina & Prokofieva, 2021: 4-6). With strong support from all parties involved, students will be more motivated to achieve their academic and personal goals and develop good character. An effective education system must adapt to the needs and developments of the times so that students gain academic knowledge and relevant practical skills.

Factors that Influence Satisfaction with Educational Services

Satisfaction is essential in determining the quality of education students receive (Sari & Abubakar 2024:4673). This perception is influenced by various elements such as teaching methods, available facilities, and interactions between teachers and students. The quality of educational services depends on academic aspects and a learning environment that supports and motivates students to actively participate in the learning process (Pujianto, A. 2021:38-40).

One of the models for measuring the quality of educational services is SERVQUAL (Parasuraman et al., 1988:14). This model is used to identify the gap between customer perceptions and expectations of the services provided. As a multidimensional model, SERVQUAL evaluates service quality through five dimensions. Rafati et al. (2021:2-3) explain these dimensions, namely: (i) assurance, which is the institution's ability to provide reliable and promised services; (ii) responsiveness, which is the ability to respond and assist students quickly; (iii) reliability, which is the ability of staff and instructors to provide knowledge, friendliness, and trust to students; (iv) empathy: special and caring attention given to students, and; (v) tangibles: adequate physical facilities and equipment.

Over time, the service quality measurement model has undergone many developments. In 1992, Cronin and Taylor introduced the SERVPERF model, a SERVQUAL development. This model uses the exact five dimensions but only focuses on perceptions without considering customer expectations. SERVPERF is supported by research by Oliver (1993:8) and McAlexander et al. (1994:650), who emphasized that service quality evaluation can be done by measuring customer perceptions alone (Aboubakr, RM, & Bayoumy, HM 2022:649).

Internal and external factors influence the satisfaction of education services. Internal factors include teacher quality, curriculum, facilities, and school management. Teacher quality is related to providing quality learning to students. Curriculum is associated with the material's quality and relevance to student needs and developments. Facilities and infrastructure are related to the school's ability to provide adequate facilities, such as comfortable classrooms, laboratories, libraries, and access to information technology that effectively supports the teaching and learning process. School management is related to resource management, strategic planning, and effective stakeholder communication. This is very important to create a conducive learning environment and ensure that every element in the education system functions optimally to achieve the expected learning goals (Singgih 2008: C-137).

External factors include government support, community participation, and local cultural influences. Government support relates to educational policies implemented, funding for schools, and programs designed to improve the quality of education. Community participation relates to the involvement of parents, local communities, and non-governmental organizations that actively support educational activities and create synergy between schools and the surrounding environment. Local cultural influences relate to community values, norms, and traditions, which can influence how students learn and the teaching approaches educators apply. It is essential to understand that collaboration between these stakeholders can create a more inclusive and responsive learning environment for students' needs, encouraging overall academic success (Hidayah et al., 2024: 16-17).

Research related to education in Banten

The education landscape in Banten has evolved, with studies focusing on improving teaching methodologies and access to quality education for all students. This initiative aims to identify challenges educators and students face and formulate innovative solutions that can improve learning outcomes in the region. Community engagement and collaboration between government, educational institutions, and non-governmental organizations are key to creating a more inclusive learning environment in Banten. This effort also includes professional training for teachers and the development of relevant curricula to ensure that education in Banten is not only of high quality but also meets local and global needs.

There is research that examines education in Banten, namely: 1) Banten Province has a low quality of education, mainly due to the inadequate thinking skills of students. Research shows that the average analytical ability of high school students in Banten is categorized as lacking, with a score of 22.19 (Bilqis et al., 2022:51). This indicates the need for more profound interventions to improve teaching and learning methods, as well as providing adequate resources for students to develop their critical and analytical thinking skills, 2) The education profile in Banten Province shows an average school quality report card score

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of 6.16, with a significant level of achievement categorized as high-quality NES 4, indicating areas for improvement in education services and stakeholder engagement (Sudadio et al., 2023:4406). One step that can be taken is to implement a teacher training program that focuses on innovative teaching strategies and the use of technology in the classroom. Improving teacher competence is hoped to create a more interactive and engaging learning environment for students to be more motivated to participate actively in the learning process, 3) Basuki's research (2021:99) revealed various challenges in educational development in Banten Province. Among them are limited facilities and infrastructure, such as the number of buildings, facilities, and educational infrastructure that need to be improved. In addition, academic development is still uneven, with community access to educational services not being optimal. Quality schools tend to be concentrated in urban areas, while access is limited in other areas. Teacher capacity and competence also vary, with some failing to meet the expected quality standards. In addition, coordination between the provincial and district/city governments is considered not to have been running effectively.

Teachers in Banten generally hold a bachelor's degree but need improvement in scientific mastery, methodological abilities, learning innovation, and research skills to improve their professional competence and the overall quality of education (Dinn et al., 2021:803). By strengthening these skills, teachers can create a more dynamic and responsive learning environment for student's needs and encourage active participation in learning. This improvement will benefit teachers and positively impact student achievement and the quality of education in the area as a whole.

RESEARCH METHOD

The method used is a qualitative survey to collect in-depth data and information on the quality of educational services in senior high schools in Banten province. The determination of schools was carried out using random sampling. The Public Senior High School 1 Pandeglang, Public Senior High School Serang City, Public Senior High School 1 Ciruas Serang Regency. The respondents in this survey were students in grades XI and XII, totality 203 students. The instrument used to collect data was a questionnaire on satisfaction with educational services. This questionnaire is designed to measure various aspects of satisfaction, including the quality of teaching, school facilities, and student administrative support. The questionnaire instrument is compiled with a Likert scale measurement (scale 1-5). The questionnaire instrument consists of 6 aspects.

Table 3.1. Aspects of satisfaction with educational services

No	Aspect	Description	Number of indicators/statements
	Teaching Quality	essential elements that contribute to the effectiveness of the teaching and learning process, such as relevant curriculum, innovative teaching methods, and constructive evaluation.	9
	Facilities and Infrastructure	facilities and infrastructure that support the teaching and learning process, such as comfortable classrooms, adequate internet access, and modern and functional educational equipment.	9
	Psychosocial Support	emotional and social support provided to students, including teacher guidance, positive interactions with peers, and programs promoting students' overall mental development and well-being.	6
	Extracurricular and Self-development	various activities that allow students to explore their interests and talents outside the academic curriculum, such as sports, art, music, and student organizations.	5
	Curriculum and Academic Load	elements that determine the structure and content of learning, including the balance between theory and practice, determining competency standards, and fair evaluation to measure student achievement in the learning process.	8
	Satisfaction with the Assessment Process	factors that influence students' perceptions of fairness and transparency in assessment, including constructive feedback from instructors and student involvement in the evaluation process to improve the quality of learning.	8

The collected data were then processed using descriptive statistical analysis and inferential statistics. Descriptive analysis aims to provide a clear picture of student satisfaction with educational services in each school. The level of service satisfaction is categorized based on the percentage obtained in each aspect.

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Table 3.2. Level of satisfaction with educational services

Percentage scale	Category
85 - 100	Very satisfied
70 - 84	Satisfied
55 - 69	Quite satisfied
30 - 54	Less satisfied
< 30	Not satisfied

Inferential statistical analysis includes assumption tests (normality, multicollinearity, and heteroscedasticity) to ensure that the data meets the requirements of regression analysis. A multiple Linear Regression Test was conducted to test the relationship between five independent variables (facilities, psychosocial support, curriculum, self-development, and assessment) and the dependent variable (quality of learning). The hypothesis testing method applied in this study is a multiple linear regression test using SPSS 25.

RESULTS AND DISCUSSION

Level of student satisfaction with educational services

The survey was conducted at Public Senior High School in Banten province with sample schools, namely Public Senior High School 1 Pandeglang, Public Senior High School 1 Kota Serang, and Public Senior High School 1 Ciruas. The questionnaires were distributed through Google Forms to collect student data regarding various aspects of educational services. The respondents of this questionnaire were 203 students in grades XI and XII. The data collected included learning quality, facilities and infrastructure, psychosocial support, extracurricular and self-development, curriculum, and assessment process. The data collected will be analyzed to gain insight into student satisfaction with educational services and identify areas that need improvement to improve the quality of education in these schools.

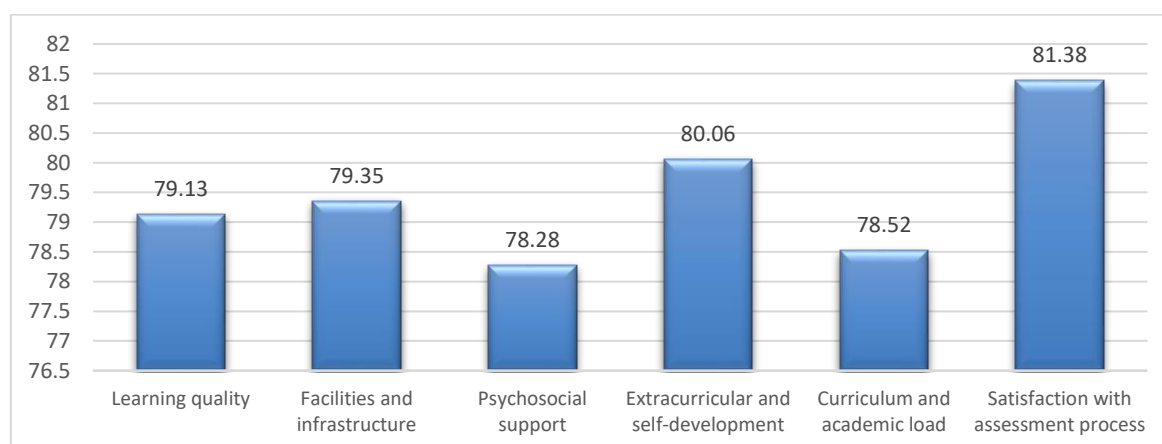


Figure 4.1 Level of satisfaction with educational services in Banten Province

The survey results on student satisfaction with the quality of learning were 79.13 and were categorized as satisfied. This condition indicates that most students are satisfied with their learning experience, but there is room for further improvement. Based on the graph, it is known that there are indicators that get below-average scores. These indicators must be further analyzed to identify the factors causing dissatisfaction and formulate appropriate improvement strategies. The statement with the lowest average score is "The teacher explains the subject matter clearly and is easy to understand," with a score of 70.14% in the satisfied category. This statement relates to the knowledge of the subject matter content and the teacher's pedagogical competence. Teachers' pedagogical and subject matter content knowledge significantly improve educators' professionalism and teaching quality. The importance of training and professional development for teachers cannot be ignored, as this contributes to improving their ability to deliver material more effectively (Triwijayanti et al., 2022: 77). This skill improvement is not only beneficial for teachers but also has a positive effect on the experience.

Based on the survey results, data obtained showed that student satisfaction with facilities and infrastructure was 79.35% and was categorized as satisfied. The most significant contributor to the level of satisfaction in this category was the availability of classrooms and additional space for learning, which scored 87.19% and was categorized as very satisfied. The classroom is where students and teachers interact, learn, and share knowledge in an atmosphere that supports academic and social

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development (Camargo et al., 2018). Adequate and suitable classrooms will provide a conducive environment for the learning process, encourage collaboration between students, and increase motivation and involvement in teaching and learning activities (Nabiryo & Sekiziyivu, 2019: 72-73). Well-designed classrooms can also facilitate the use of educational technology, allowing students to access information and resources more efficiently and enrich their learning experiences.

Based on the data, it is known that five statements have values below average, namely learning support facilities, laboratories, sports fields, canteens, and internet facilities. These five statements obtained a percentage score of 75.57 and are categorized as satisfied. Although this score indicates a good level of satisfaction, there is still room for improvement so that these facilities can optimally meet user expectations. Management and improvement of the quality of these facilities must be a priority, involving feedback from users to ensure that the changes made are to their needs and desires (Hassanain et al., 2020:595). It is important to regularly evaluate existing facilities to identify which areas still require further attention and development.

The survey results obtained a percentage score of 78.26% and were categorized as satisfied. In this aspect, three statements obtained a percentage score above the average: feeling comfortable talking to subject teachers, the school has a psychosocial development program, and a program to develop student potential. All three obtained a percentage score of 80.99% and were categorized as satisfied. In addition, based on the data, it is known that there are still things that need to be improved; namely, the school provides counseling services, a safe space for guidance, and teachers show sympathy for students. These three statements received a percentage score below the average, namely 75.57%, and were categorized as satisfied.

Providing counseling services and safe spaces for guidance is essential in creating a supportive learning environment, so schools need to pay more attention to improving the quality of these services (Bekere & Tiale, 2019:128). This improvement will not only help students feel more comfortable and safer but can also contribute to their overall emotional and academic development (Elksne & Rubene, 2018:86). Strategic steps need to be taken to ensure that all students have adequate access to these services, including training for teachers in providing emotional support and creating an inclusive learning environment (Pozniak, 2022:123). It is also essential to involve parents and the community in this process so that they can actively support students' mental health and create positive synergies between school and home (Appel et al., 2023:286).

The satisfaction survey on the extracurricular and self-development aspects obtained a percentage score of 80.05% and was categorized as satisfied. One indicator that received the highest score in this aspect was extracurricular activities that can help develop student potential. This indicator obtained a percentage score of 87.19% and was categorized as very satisfied. This shows that the school has facilitated extracurricular activities. Thus, student participation in these activities is expected to continue to increase so that they can optimally develop their skills and talents. Support from parents and the community is also essential to create an environment that supports student self-development through extracurricular activities. With collaboration between schools, parents, and the community, it is hoped that the existing extracurricular programs can be more varied and interesting so that they can attract more students to participate.

The survey results on satisfaction with the curriculum and academic services of high schools in Banten showed a percentage score of 78.52% and was categorized as satisfied. The highest indicator was the time given to study the material, which was quite adequate. It obtained a percentage score of 87.19% and was categorized as very satisfied. The lowest indicator was that teachers provided clear guidance, received a score of 73.10%, and were classified as satisfied. However, this value is still below average. This condition shows that although there are positive aspects to the student learning experience, there is still room for improvement, especially in terms of communication and guidance provided by teachers.

The level of satisfaction with the assessment process was 81.38% and was categorized as satisfied. However, four of the eight indicators in this aspect still received a percentage score of 75.57% and were classified as satisfied. These indicators are fair assessment, getting feedback, understanding weaknesses, and evaluations that stress students. The fair assessment indicator implements the assessment principle, namely fairness. The principle of fairness in assessment not only ensures that the same standards are used to assess all students but also creates a learning environment that supports the optimal development of each individual (Rezai, 2022). From the questionnaires that have been distributed, it can be seen that students want more transparency in the assessment process and constructive feedback. This shows the need to develop evaluation methods that assess the final results and pay attention to the overall student learning process.

The assessment process involves positive feedback that can encourage students to continue to develop and improve themselves (Jambuge et al., 2020:238)—integrating various forms of formative assessment that allow students to understand their strengths and weaknesses in learning. One approach that can be applied is the use of portfolios. In portfolio assessment, students can collect various works and reflections that show their development over time (Janus & Bac, 2020:4-5). This method provides a comprehensive picture of students' academic abilities and encourages them to participate actively in learning and self-development. (Teuber et al., 2022:13). Using portfolios also allows educators to assess students' progress holistically, considering various aspects of the skills and knowledge they have achieved.

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When hearing the words exam, quiz, assessment, and assessment, everyone will imagine a situation that is often stressful, including students. This psychological pressure can affect student performance and prevent them from showing their true abilities (Khan et al., 2022:47). Therefore, creating a supportive and stress-reducing environment is essential so students feel more comfortable expressing their knowledge and skills. Through the right approach, educators can facilitate a more positive and productive learning experience, encouraging students to see assessment as a tool for growth rather than just an evaluation. Thus, innovative and inclusive teaching strategies can help create a more enjoyable learning atmosphere where students feel motivated to participate actively in the learning process.

1. Determining Factors of Satisfaction Level of Education Services

Based on the results of the F test, it is known that the sig. The value is $0.000 < 0.05$. This means that the independent variables simultaneously influence the dependent variable. Thus, it can be concluded that there is a significant relationship between the independent and dependent variables in this research model. Next, to find out the influence of each variable, you can see the following table.

ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1911.068	5	382,214	37,921	.000 ^b
	Residual	1985.612	197	10,079		
	Total	3896.680	202			

a. Dependent Variable: LEARNING QUALITY

b. Predictors: (Constant), ASSESSMENT, SELF-DEVELOPMENT, FACILITIES, CURRICULUM, PSYCHOSOCIAL SUPPORT

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,721	1,810		5.924	.000
	FACILITY	.163	.058	.190	2,794	.006
	PSYCHOSOCIAL SUPPORT	.194	.099	.149	1.966	.051
	SELF-DEVELOPMENT	.185	.078	.148	2,362	.019
	CURRICULUM	.082	.068	.086	1.208	.229
	EVALUATION	.316	.083	.287	3,799	.000

a. Dependent Variable: LEARNING QUALITY

The hypothesis test results show that some variables significantly affect the quality of learning while others do not. Facilities are proven to dramatically affect the quality of learning with a significance value of 0.006 ($p < 0.05$). Similar things were also found in the self-development variable, which showed a significant effect with a significance value of 0.019 ($p < 0.05$), as well as the assessment variable with a firm significance value, namely 0.000 ($p < 0.05$). In contrast, psychosocial support did not significantly affect the quality of learning, with a significance value of 0.051 ($p > 0.05$). The curriculum also did not provide a significant effect, with a significance value of 0.229 ($p > 0.05$). These findings illustrate that facilities, self-development, and assessment contribute significantly to improving the quality of learning. At the same time, psychosocial support and curriculum require further study to understand their roles in depth.

The Influence of Facilities on Learning Quality has a significance value of 0.006 (< 0.05), indicating that facilities significantly influence learning quality. This shows that improving educational facilities can contribute directly to enhancing students' learning experiences and improving their academic outcomes. Adequate facilities, such as laboratories, technological devices, comfortable classrooms, and learning resources, support the learning process (Ikhsan, 2022:125). Good facilities increase students' learning comfort and facilitate more interactive and innovative learning methods. With adequate facilities, students can be more easily involved in teaching and learning activities, thus encouraging them to participate actively and increasing their learning motivation. This is due to the theory that a supportive physical environment can accelerate the achievement of learning goals (Baars et al., 2022:617). Quality education depends on the curriculum and how the learning environment is structured to meet students' needs holistically.

The Effect of Psychosocial Support on Learning Quality has a significance value of 0.051 (> 0.05), indicating that psychosocial

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support does not significantly affect learning quality. However, it is essential to consider other factors that can contribute to student learning outcomes, such as intrinsic motivation and parental involvement in the educational process. A positive and inclusive environment can create a better learning atmosphere so students feel more comfortable sharing ideas and asking questions (Brooks et al., 2020: 225). Psychosocial support, such as teacher-student relationships or emotional support, although important in general, was not found to be a significant factor in the context of this study. This may be due to psychosocial support's more basic and less directly visible role in academic learning outcomes.

The Influence of Self-Development on Learning Quality has a significance value of 0.019 (<0.05), indicating that self-development significantly influences learning quality. Self-development, such as skills training, extracurricular activities, or improving student competencies, contributes to improving the quality of learning. Thus, educational institutions must integrate comprehensive self-development programs to maximize student potential and create a more productive learning environment. The implementation of these programs will not only improve student skills but also build the self-confidence and motivation needed to achieve academic success (Subba & Gotamey, 2022:63). When students are empowered to develop individually; they tend to be more motivated and actively involved in learning, which ultimately improves the quality of the learning process and outcomes. Self-development programs must continue to be integrated into the curriculum to support students in achieving their best potential. The Influence of Curriculum on Learning Quality has a significance value of 0.229 (>0.05), indicating that the curriculum does not significantly influence the quality of learning. However, although these results suggest that the curriculum may not directly affect the quality of education, other factors such as teaching methods, classroom environment, and parental support also play an essential role in creating a practical learning experience for students. In addition, it is necessary to conduct periodic evaluations of the curriculum and teaching methods applied so that they can be adjusted to the needs of students and the development of the times. This can happen because the curriculum design is too general, less relevant to students' needs, or less flexible in accommodating various learning styles. Therefore, collaboration between educators, curriculum developers, and other stakeholders is needed to create educational programs that are more responsive and adaptive to the dynamics of student needs in this modern era.

The Influence of Assessment on Learning Quality has a significance value of 0.000 (<0.05), indicating that assessment significantly influences learning quality. Assessment, both formative and summative, is an essential component of education. Practical assessment measures student learning outcomes and provides constructive feedback to improve the learning process and assist educators in designing better teaching strategies. (Clark, 2015: 45). Thus, implementing appropriate assessment can encourage student motivation, create a more interactive learning environment, and support the development of their critical and creative skills.

CONCLUSION

The results of the descriptive analysis show that the six aspects of educational services obtained the element of learning quality received a percentage score of 79.13%, the aspect of facilities and infrastructure 79.35%, the component of psychosocial support 78.28%, the aspect of extracurricular and self-development 80.06%, the aspect of curriculum and academic load 78.52%, and the aspect of satisfaction with the assessment process 81.38%. These results indicate that educational services have achieved good standards, but there is room for improvement in several aspects to improve student's learning experiences. Thus, it is essential to identify specific areas that require further attention and formulate effective improvement strategies so that the quality of education can continue to be improved to achieve optimal student results. Overall, they received a satisfactory response based on the survey of high school students in Banten province who were satisfied with educational services. The results of the inferential analysis show that based on the results of the F test, it is known that the sig. The value is 0.000 <0.05 . This means that the independent variables together have a simultaneous effect on the dependent variable. Analysis of the influence of each variable shows that the variables of facilities, self-development, and assessment significantly influence the quality of learning.

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