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THE INFLUENCE OF TEACHER PERFORMANCE AND EDUCATIONAL SERVICES ON PARENTS' DECISIONS TO CHOOSE A SCHOOL MEDIATED BY PARENTS' SATISFACTION AT PENABUR SUMMARECON BEKASI JUNIOR HIGH SCHOOL

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Abstract

Education is the main foundation in forming a quality future generation. Teacher performance plays a central role in achieving the goal of quality education, but this performance is not only influenced by individual factors, but also by external factors such as school leadership and the quality of educational services. SMPK PENABUR Summarecon Bekasi, as the youngest school in the SMPK BPK PENABUR Jakarta environment, continues to strive to improve the quality of education and services, but to date the number of students has not reached the school's ideal capacity. Based on new student admission data for the past eleven years, the number of students still fluctuates and tends not to meet the school's capacity target. In addition, the results of the customer service index survey indicate that several indicators related to teacher performance and school services are still below the expected target. This indicates the need for an in-depth study of the factors that influence parents' decisions in choosing a school for their children, especially at SMPK PENABUR Summarecon Bekasi. This study aims to determine the influence of teacher performance and educational services on parents' decisions in choosing a school, with parental satisfaction as a mediating variable. Located at SMPK BPK PENABUR Jakarta and totaling 100 (One Hundred) Parents and all members of the population as well as samples so that this study is a census study. The results of this analysis indicate that all indicators used in this study are valid and reliable. This study uses a Structural Equation Modeling (SEM) approach based on Partial Least Square (PLS) using SmartPLS 3.3 software. This study provides evidence of a positive and significant influence.
Keywords:*Teacher Performance, Educational Services, Parental Decisions, Parental Satisfaction*

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1. Introduction

Education is the main foundation in forming a quality next generation. In this context, teacher performance has a very important role in determining the success of the educational process. Teacher performance is not only determined by internal factors such as competence and motivation, but is also influenced by external factors such as school leadership and the availability of infrastructure. Effective leadership support and adequate facilities can improve teacher performance and ultimately contribute to the overall quality of education. SMPK PENABUR Summarecon Bekasi is one of the schools under the auspices of BPK PENABUR Jakarta which was established in 2013.

This school is located at Jl. Bulevar Utara Blok L No.1, Marga Mulya, North Bekasi, Bekasi City, West Java. Since its establishment, this school has continued to grow and succeeded in obtaining A accreditation in 2016 and extended the accreditation status in 2022

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with an automatic validity period until December 2026. In implementing education, SMPK PENABUR Summarecon Bekasi is supported by 44 teaching and education staff who have qualifications according to their fields. A total of 12 teachers have teacher certificates, 8 teachers have Master's degrees, and several teachers have Cambridge English certifications B1 and B2. Furthermore, the facilities available at this school are quite complete, ranging from air-conditioned classrooms with Interactive Flat Panels, science and computer laboratories, to art and sports facilities.

During its 11 years of existence, this school has achieved various academic and non-academic achievements at the local, national, and international levels. However, despite the school's achievements and facilities are considered good, the number of students has not reached the ideal capacity. Based on new student admission data for the 2013–2024 academic year, the number of students has fluctuated from year to year and has not reached the maximum target of 630 students. Furthermore, the trend of student admissions from non-PENABUR elementary schools has shown a decline in recent years, despite various promotional programs such as providing registration discounts, discounts for alumni, and collaborations with external parties.

Based on the results of the Customer Service Index (CSI) conducted by the BPK PENABUR Foundation in the 2022/2023 academic year, several aspects of educational services were still below the school's target, such as the ability of teachers to create a pleasant classroom atmosphere (score 3.18), the ability to motivate students (score 3.15), and the school's speed in responding to student needs (score 3.18), with an ideal target of 3.20. These findings indicate that aspects of teacher performance and educational services still have room for improvement to provide higher satisfaction to parents and students. Based on the above background,The researcher conducted a study entitled "The Influence of Teacher Performance and Educational Services on Parents' Decisions to Choose Schools Mediated by Parental Satisfaction at Penabur Summarecon Bekasi Junior High School.

According to Hesti (Hesti Kusumaningrum et al., 2024), teacher performance is a teacher's ability to carry out their duties and responsibilities in accordance with the code of ethics and applicable regulations. This can be seen through the teacher's behavior during the learning process. Hanaysha (Hanaysha et al., 2023) added that student participation in learning, evaluation or test results, student attendance, and feedback from students and parents can also be used as measures of teacher performance. According to Lunevich (Lunevich, 2021), it emphasizes the importance of teachers' ability to integrate new concepts into learning as a significant indicator. The indicators identified include: (1) the ability to structure learning, (2) the ability to implement learning, (3) the ability to establish interpersonal relationships, (4) the ability to assess learning outcomes, (5) the ability to implement enrichment, and (6) the ability to carry out remedial measures.

According to Kotler (Permadi, 2023), service is defined as any action or activity that can be offered by one party to another. Services reflect the behavior of producers in meeting the needs and desires of consumers to achieve their satisfaction. This behavior can occur before, during, or after the transaction process takes place. Based on this understanding, service quality can be interpreted as an effort to meet the needs and desires of consumers while providing services that meet their expectations. According to Dawous (Gilang Gumilang et al., 2022), educational services are a fundamental need in the education system to increase the effectiveness of the learning process and meet the needs of students (Dawous et al., 2022). According to Tamam (M. Badrun Tamam, 2023), these services include good planning, the use of interesting learning media, and support from all parties involved in education, including educators, students, and other supporting parties who play an active role in educational activities.

According to (Lumbantobing et al., 2024), parents' decisions in choosing education or schools for their children in Indonesia are often influenced by various factors, such as the quality of education, cost, location, and the values adopted by the educational institution. This choice reflects parental preferences, family needs, and expectations for the future of

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their children's education and careers. According to Mahbub (Mahbub et al., 2023), parents determine the choice of school for their children because they are driven by certain motivations, such as the desire for their children to get a decent job in the future, a supportive environment, and the formation of better character and morals. According to (Fitriyana et al., 2022), parents, namely fathers and mothers, are the first and primary educators for their children. In addition, parents have the right to play a role in choosing an appropriate educational institution for their children and are obliged to ensure that school-age children receive basic education. According to Putri (Putri et al., 2024), the decision in choosing a school is similar to the decision-making process for purchasing a product or service, which is influenced by various factors. Purchasing decisions are a problem-solving process that involves recognizing needs and wants, searching for information, serving consumers, purchasing decisions, and post-purchase behavior.

According to Herman (Herman et al., 2023), parental decision-making in the context of education is a process that involves careful evaluation and selection regarding the best educational options for their children. This decision is influenced by various factors, such as educational quality, cost, school location, and the values adopted by the school. Parents play a crucial role in choosing an education that suits their child's needs and potential, as well as their expectations for their child's future academic and social development. According to Ibrrohim (Ibrohim et al., 2024), parental satisfaction often reflects their assessment of various aspects of the education received by their children. Factors such as the quality of teaching, facilities provided, institutional support for student career development, and good communication between the educational institution and parents have a significant influence in shaping their views of the educational institution. According to Nurlaela (Nurlaela, 2022), parental satisfaction is an important indicator in assessing the quality of a school. This satisfaction is closely related to parental expectations regarding the services provided by the school. Not only are teaching and student learning experiences important factors, but also the student's overall experience as part of the school community, play a role in shaping parent satisfaction. Several factors that significantly influence parent satisfaction with a school include teacher quality, school quality, resource availability, and effective use of technology.

From the existing problem limitations, a research problem can be formulated as follows:

1 Does Teacher Performance Influence Parents' Decision to Choose a School?
2 Do Educational Services Influence Parents' Decisions to Choose Schools?
3 Does Teacher Performance Affect Parental Satisfaction?
4 Does School Service Affect Parental Satisfaction?
5 Does Parental Satisfaction Influence Parental Satisfaction?
6 Does Teacher Performance Influence Parents' Decision to Choose a School Mediated by Parental Satisfaction?
7 Does Educational Services Influence Parents' Decisions to Choose Schools Mediated by Parental Satisfaction?

In Quantitative Research, the Conceptual Framework Model Studied Concerning the Effect of Performance (X1) on Parental Satisfaction (Y), the Effect of Service (X2) on Parental Decision (Y), the Effect of Performance (X1) on Parental Decision (Y), the Effect of Service (X2) on Parental Decision (Y), Decision (Z) on Parental Satisfaction (Y), the Effect of Performance (X1) Mediated by Decision (Z) on Parental Satisfaction (Y), the Effect of Service (X2) Mediated by Decision (Z) on Parental Satisfaction (Y), the Conceptual Model of the Research From This Research Can Be Seen in Figure 2.1

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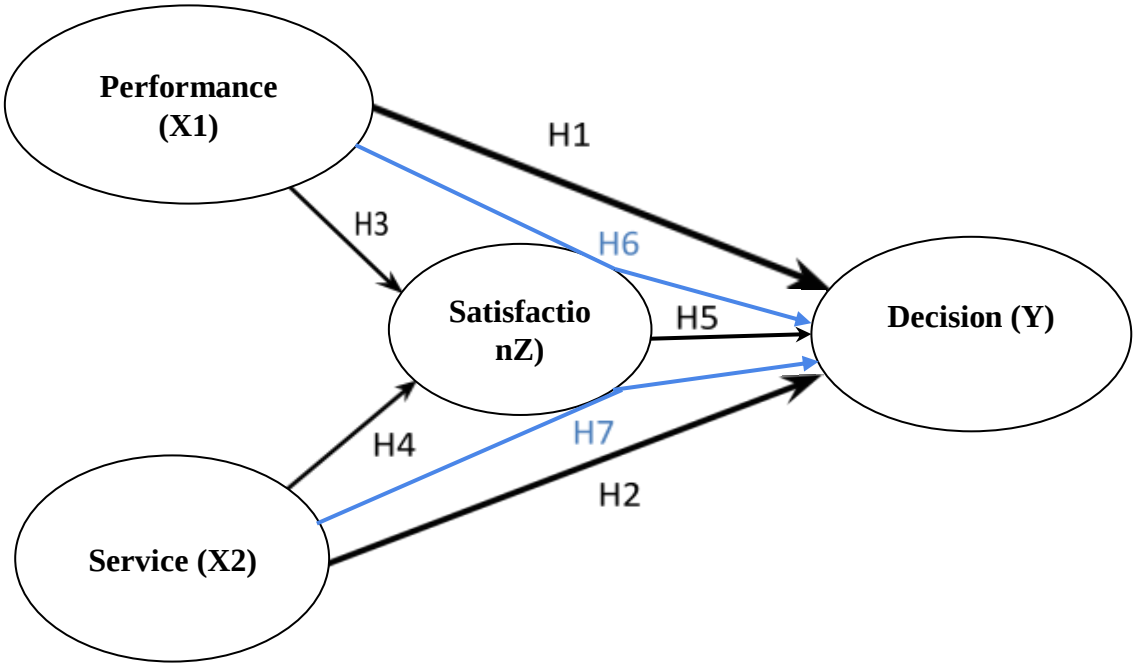

Figure 2.1 Research Concept Model

Information:
H1: Performance has a positive influence on parents' decisions
H2: Services have a positive influence on parents' decisions
H3: Performance has a positive effect on parent satisfaction
H4: Services have a positive impact on parent satisfaction
H5: Satisfaction has a positive influence on teacher decisions
H6: Satisfaction-mediated performance has a positive effect on people's decisions. Old
H7: Mediated Services Satisfaction Influences Positive to Parental Decisions.

2. Method

Research Population and Sample

The population studied is parents at Smpk Penabur Summarecon Bekasi. The number of samples to be taken is the total population. The total population is 100 parents.

Data Analysis Techniques

After the data for this study was collected, data analysis was conducted. The data analysis in this study used the structural equation model (SEM) through Smartpls V.3. SEM is a statistical technique that functions to analyze a pattern of relationships between latent constructs and their indicators, one latent construct with another, and can detect measurement errors and directly, meobedientSugiyono (Sugiyono, 2018).SEM itself can directly analyze dependent and independent variables. This technique is used to explain the relationship between variables in a study. The primary requirement for an SEM model is to construct a hypothesis model consisting of a structural model and a measurement model in a path diagram based on theory. Based on the previously formulated hypotheses, this study used SmartPLS (Partial Least Squares) V3 software. The process begins with model measurement, model structure, and hypothesis testing. The outer measurement model is used to assess validity and reliability, while the inner measurement model is used to assess causal relationships between latent variables, both exogenous and endogenous. The results of the analysis using SmartPLS are explained in the following table.

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TestConvergent Validity

This test is conducted to determine the correlation between measurement instruments. It's typically used to assess the value of similar constructs. The test is considered to meet the criteria if the loading factor or standardized loading estimate is greater than 0.5.

Discriminant Validity Test

Discriminant validity testing is used to demonstrate whether a latent construct discriminates between itself and other latent constructs and can explain the variance of observed variables. The test value meets the requirements if the square root of the AVE is greater than the correlation value between the latent variables.(M. Makhrus Ali & Tri Hariyati, 2022).

Average Extracted (AVE) Test

The AVE value is used to test the square root of each AVE to see whether it is correlated more than each latent construct. The AVE value as a requirement for discriminant validity has been achieved. According to Nurul Ali and Wijayanto in(M. Makhrus Ali & Tri Hariyati, 2022). The AVE value that meets the requirements is if the value is equal to 0.5 or more, if it is below 0.5, it can be said that the indicator has a high error rate.

Construct Reliability Test

This test is conducted to determine the constraints and consistency of the data. Data is considered reliable if it has a value greater than 0.7. A value between 0.6 and 0.7 is still considered good.(Ariyanto et al., 2023).

Cronbach Alpha Test

Reliability testing with Cronbach's alpha can be used as an alternative reference to composite reliability. A variable is considered reliable if its Cronbach's alpha value is > 0.6.(Ariyanto et al., 2023).

Chi-Square Test

This test is conducted to analyze the model's effect on each variable. The test uses the following equation.
Q2 = 1-1[(1-R 2) (1- R 2)]

Hypothesis Testing

Hypothesis testing is used to analyze data processing using the results of the critical ratio and alpha, or error rate, as seen using statistical limits of t-values and alpha values. T-values > 2.06 and alpha < 0.05. This test uses the t-statistic and P-value.

Path analysis is used to determine the type of relationship between independent variables when explaining the relationship with the dependent variable. This relationship can be a correlational relationship or a dependency relationship according to Dachlan.aThere are two techniques used in data analysis, namely:

1. Creating a path diagram in the SMART PLS program
2. Hypothesis testing of structural relations in SMART PLS.

In the data processing and data analysis process, the following stages will be carried out:

1. Examination of questionnaires completed by respondents to ensure the completeness of the contents
   questionnaire.
2. Conduct tabulation testing related to calculations from questionnaire results.
3. Tests that have been carried out related to validity tests to find out the questions

whether the questionnaire is appropriate and relevant to the objectives or not.

4. The tests carried out related to the reliability test to determine whether the questionnaire remains valid

provide relatively the same results (consistency) if measurements are taken on the same subject.

5. Testing is carried out related to hypothesis testing to determine the model that was built.

whether it really has an influence or not.

3. Results and Discussion

Validity Testing

Validity testing was conducted on this research instrument using convergent validity, discriminant validity, and average variance extracted. The first validity test was conducted by examining the convergent validity of an instrument. It can be said to be valid if it has a loading factor value greater than 0.5. If the value is greater than 0.5, the instrument is considered valid and can explain the relationship between the indicators and the latent variables in the hypothetical model. If the calculation results show an indicator that is invalid or less than 0.5, then the indicator will not be included in the analysis calculations to be carried out. The results of the loading factor calculation can be seen below.

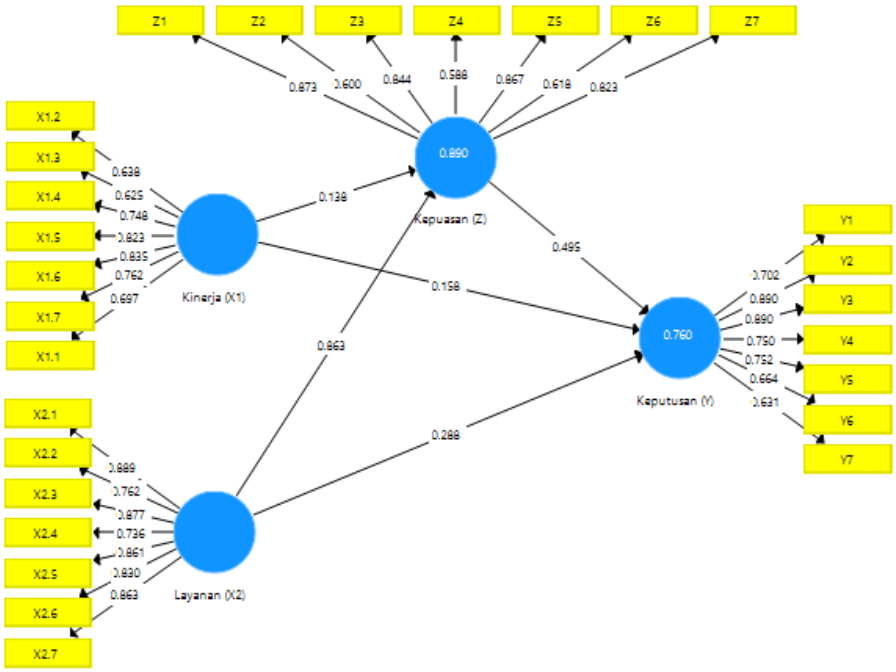

Figure 4.1 Research Model
(Source: Smart PLS Calculation)

Based on the research model analyzed using Smart PLS, all indicators are valid, as they have factor loading values greater than 0.5, as shown in the following data. It can be concluded that all indicators can be included in the subsequent analysis process, as no indicators with a value less than 0.5 were removed.

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Table 4.4 Loading Factor Values (1)

Performance	Loading Factor	Decision	Loading Factor
X1.1	0.697	Y1	0.890
X1.2	0.625	Y2	0.890
X1.3	0.748	Y3	0.750
X1.4	0.823	Y4	0.752
X1.5	0.835	Y5	0.664
X1.6	0.762	Y6	0.631
X1.7	0.511	Y7	0.700

(Source: Smart PLS Calculation)

The table above shows the factor loading values for each variable in the factor analysis or path analysis model. Factor loading measures the strength of the relationship between each indicator variable and the factor or latent variable that represents it. The higher the factor loading value, the stronger the relationship between the indicator variable and that latent factor. This indicates how strongly each indicator variable relates to the latent factor that represents it in the model.

All Performance indicator variables (X1.1 to X1.7) have relatively high factor loadings, with values ranging from 0.511 to 0.835. This indicates that all these indicator variables have a fairly strong relationship with the Performance latent factor. Similarly, all Decision indicator variables (Y1 to Y7) have fairly high factor loadings, with values ranging from 0.631 to 0.890. This indicates that all these indicator variables have a fairly strong relationship with the Decision latent factor.

Table 4.5 Loading Factor Values (2)

Service	Loading Factor	Satisfaction	Loading Factor
X2.1	0.762	Z1	0.600
X2.2	0.877	Z2	0.844
X2.3	0.736	Z3	0.588
X2.4	0.861	Z4	0.867
X2.5	0.830	Z5	0.618
X2.6	0.863	Z6	0.823
X2.7	0.543	Z7	0.564

(Source: Smart PLS Calculation)

The table above shows the factor loading values for each variable in the factor analysis or path analysis model. All Service indicator variables (X2.1 to X2.7) have relatively high factor loadings, with values ranging from 0.543 to 0.877. This indicates that all these indicator variables have a fairly strong relationship with the Service latent factor.

Similarly, all Satisfaction indicator variables (Z1 to Z7) have quite high factor loadings, with values ranging from 0.564 to 0.867. This indicates that all these indicator variables have a fairly strong relationship with the Satisfaction latent factor. In conclusion, based on the factor loading values, it can be concluded that all Service and Satisfaction indicator variables are quite good at representing or measuring the latent factors they represent. Therefore, a model or construction using these variables is likely to provide a fairly good understanding of Service and Satisfaction.The research instruments were then analyzed using discriminant validity. Discriminant validity testing is conducted to determine the extent of variance in the

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observed variable compared to the variance of the indicators of other variables. Discriminant validity testing is performed using the cross-loading value, which must be greater than 0.5, and the dependent variable must be larger than the indicators for other variables. The following is the discriminant validity data processed in Smart PLS.

Table 4.6 Cross Loading

	Satisfaction (Z)	Decision (Y)	Performance (X1)	Service (X2)
X1.1	0.564	0.535	0.697	0.538
X1.2	0.215	0.301	0.625	0.224
X1.3	0.350	0.381	0.748	0.257
X1.4	0.470	0.495	0.823	0.363
X1.5	0.484	0.491	0.835	0.454
X1.6	0.452	0.444	0.762	0.397
X1.7	0.832	0.714	0.511	0.889
X2.1	0.619	0.523	0.267	0.762
X2.2	0.781	0.668	0.423	0.877
X2.3	0.703	0.740	0.370	0.736
X2.4	0.863	0.785	0.473	0.861
X2.5	0.787	0.706	0.559	0.830
X2.6	0.832	0.688	0.421	0.863
X2.7	0.578	0.702	0.475	0.543
Y1	0.785	0.890	0.484	0.750
Y2	0.785	0.890	0.484	0.750
Y3	0.651	0.750	0.363	0.658
Y4	0.727	0.752	0.389	0.722
Y5	0.440	0.664	0.498	0.428
Y6	0.505	0.631	0.572	0.499
Y7	0.873	0.700	0.505	0.804
Z1	0.600	0.449	0.356	0.470
Z2	0.844	0.683	0.456	0.782
Z3	0.588	0.618	0.405	0.512
Z4	0.867	0.779	0.479	0.846
Z5	0.618	0.571	0.531	0.534
Z6	0.823	0.681	0.412	0.870
Z7	0.564	0.535	0.697	0.538

(Source: Smart PLS Calculation)

Based on the data above, it can be seen that the overall construct value is greater than 0.5 and meets the requirement of being greater than the value of other variables. Therefore, the instrument can be said to have good discriminant validity.

Validity testing can also be performed using the average variance extracted (AVE). This value is used to determine the correlation between each latent construct and is required to meet the validity requirement of 0.5. If the AVE value is less than 0.5, the indicator can be considered to have a relatively high average error rate.

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Table 4.7 Cronbach'S Alpha, Composite Reliability, and AVET

Variables	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Satisfaction (Z)	0.868	0.891	0.900	0.570
Decision (Y)	0.875	0.892	0.904	0.578
Performance (X1)	0.858	0.873	0.891	0.543
Service (X2)	0.926	0.931	0.941	0.694

*(Source: Smart PLS Calculation***)**

The results of calculating the AVE value using Smart PLS can be seen in259ndep 4.7. The results show that all259ndepende has an AVE value greater than 0.5 therefore,259Independently shows quite good validity results.

4.2 R-Square Test

R-Square testing is259dependent in regression analysis that measures how well the regression model explains the variation in259ndependent dependent (Y) by259dependent259ndependent (X). The R-Square value ranges from 0 to 1, where the closer it is to 1, the better the regression model is at explaining variation in the dependent variable. The R-Square test was performed using Smartpls. The calculation results can be seen in the following table.

Table 4.8 R-Square Test

Variables	R Square
Satisfaction (Z)	0.890
Decision (Y)	0.760

(Source: Smart PLS Calculation)

Based on the results of the R-Square test calculations above regarding the variablesBased on the results of the R-Square test calculations provided, the following is an explanation regarding the Satisfaction (Z) and Decision (Y) variables:

- **Satisfaction Variable (Z)**has an R-square of 0.890. This means that approximately 89.0% of the variation in satisfaction levels can be explained by the factors used in the regression model. This indicates that this regression model is very effective in explaining the factors that influence satisfaction.
- **Decision Variable (Y)**has an R-square of 0.760. This means that approximately 76.0% of the variation in decisions can be explained by the factors used in the regression model. Although this value is lower than the Satisfaction variable (Z), this regression model still performs quite well in explaining variation in decisions.

Overall, the model predicting Satisfaction (Z) shows the abilityhigher in explaining data variation compared to the model that predicts Decision (Y). However, despite this, both still show good fit in explaining factors related to their respective variables. Meanwhile, to measure how well the model built from the existing data, the Q2 method is needed, which is a cross-validation method used in statistics.

Q2= 1-1 [(1-R12) (1- R22)]]
= 1-1 [(1-0.890) (1-0.760)]
= 1- [(0.240)*(0.264)]
= 0.9736

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Based on the calculation results using (Q2), it can be concluded that the value is above 0 with a value of 0.97 or 97% (predictive relevance), which indicates how well your model fits the test data.

4.3 Hypothesis Testing

Hypothesis testing is conducted by examining the P-value using the Goodness of Fit Model. The P-value is a measure used in statistics to evaluate the significance of hypothesis testing results. In the context of the Goodness of Fit Model, the P-value is used to determine how well the tested model fits the observed observational data. In this study, five relationships were tested in the Goodness of Fit model:

Table 4.9 Path Coefficient

Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Satisfaction (Z) -> Decision (Y)	0.495	0.497	0.149	3,326	0.001
Performance (X1) -> Satisfaction (Z)	0.138	0.137	0.048	2,876	0.004
Performance (X1) -> Decision (Y)	0.158	0.144	0.068	2,312	0.021
Service (X2) -> Satisfaction (Z)	0.863	0.860	0.043	20,172	0.000
Service (X2) -> Decision (Y)	0.288	0.301	0.138	2,080	0.038

(Source: Smart PLS Calculation)

A P-Value that is less than the specified significance level (usually 0.05) indicates that the relationship is statistically significant. In this case, the relationship between Satisfaction (Z1), Decision (Y) and Performance (X1), and Service (X2) is proven to be significant at the 0.05 significance level because the P-Value is less than 0.05.

To measure the total effect of one variable on another, the total effect between the two variables is required. The total effect is the overall effect of one independent variable on the dependent variable, including both direct and indirect effects carried out through the mediator variable.

Table 4.10 Total Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Satisfaction (Z) -> Decision (Y)	0.495	0.497	0.149	3,326	0.001
Performance (X1) -> Satisfaction (Z)	0.138	0.137	0.048	2,876	0.004
Performance (X1) -> Decision (Y)	0.226	0.213	0.072	3.124	0.002
Service (X2) -> Satisfaction (Z)	0.863	0.860	0.043	20,172	0.000
Service (X2) -> Decision (Y)	0.715	0.728	0.058	12,326	0.000

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(Source: Smart PLS Calculation)

From the total effect results of several independent variables on the dependent variable, namely Decision (Y), using the Goodness of Fit Model method and the research results show that the P-Value value is smaller than the specified significance level (usually 0.05) indicating that the total effect is statistically significant. In this case, the total effect of Performance (X1), Service (X2) on Satisfaction (Z), and Decision (Y) are all significant at the 0.05 significance level because the P-Value is less than 0.05.

Next, the influence test refers to the process of analyzing the impact of independent variables on the dependent variable in a model. In this analysis, we are often interested in understanding the direct contribution of the independent variable to the dependent variable, as well as the indirect contribution through mediator variables between them. Direct influence refers to the directly observed impact of the independent variable on the dependent variable without going through mediator variables. It is often measured by the path coefficient that directly connects the two variables in the model. Indirect influence is the impact that occurs through an indirect path involving one or more mediator variables between the independent and dependent variables. This is an effect that is not directly observed, but through additional variables in the model. Indirect influence is often calculated by summing the contributions from all paths connecting variables through the mediator. The "total influence" is the sum of the direct and indirect influences from the independent variable to the dependent variable. This provides a complete picture of how much the independent variable influences the dependent variable in the model, including both direct effects and indirect effects through the mediator. Thus, in research, influence tests are used to analyze how variables relate to each other in a model, and to understand the direct and indirect contributions of independent variables to dependent variables in the context of the research being conducted.

Table 4.11Specific Indirect Effects

	Original Sample (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics (|O/STDEV|)**	**P Values**
Performance (X1) -> Satisfaction (Z) -> Decision (Y)	0.068	0.069	0.033	2,046	0.041
Service (X2) -> Satisfaction (Z) -> Decision (Y)	0.427	0.427	0.130	3,281	0.001

(Source: Calculation)

Based on the results of the analysis carried out above, the results of the calculations are divided into two results, namely direct and indirect research and the following is an explanation of the results of the calculations above:
Direct impact:

- **Direct influence of Satisfaction (Z) on Decision (Y)**is 0.495.
- **Direct influence of Performance (X1) on Satisfaction (Z)**is 0.138.
- **Direct influence of performance (X1) on decision (Y)**is 0.226.
- **Direct influence of Service (X2) on Satisfaction (Z)**is 0.863.
- **Direct influence of Service (X2) on Decision (Y)**is 0.715.

Indirect effects:

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- The indirect effect of Performance (X1) on Decision (Y) mediated through Satisfaction (Z) is the result of multiplying the direct effect of Performance (X1) on Satisfaction (Z) (0.138) by the direct effect of Satisfaction (Z) on Decision (Y) (0.495), which is 0.068.
- The indirect effect of Service (X2) on Decision (Y) mediated through Satisfaction (Z) is the result of multiplying the direct effect of Service (X2) on Satisfaction (Z) (0.863) by the direct effect of Satisfaction (Z) on Decision (Y) (0.495), which is 0.427.

Thus, the conclusion from these influences is that Principal Leadership, Teacher Satisfaction, and Facilities and Infrastructure have a significant influence on Teacher Performance, both directly and indirectly through Teacher Satisfaction.This emphasizes the importance of the role of leadership, teacher satisfaction, and the condition of infrastructure in improving teacher performance.

4. Conclusions and Suggestions

Conclusion

Based on the research results, it can be concluded that:

- Teacher Performance Influences Parental Decisions (H1)
- Services influence parents' decisions (H2)
- Teacher Performance Influences Parental Satisfaction (H3)
- Service influences Parental Satisfaction (H4)
- Parental Satisfaction Influences Parental Decisions (H5)
- Teacher Performance Mediated by Parental Satisfaction Has a Positive Influence on Parental Decisions (H6)
- Teacher Performance Mediated by Parental Satisfaction Has a Positive Influence on Parental Decisions (H7)

Suggestion

Theoretical

Improving Teacher Performance,Schools need to strengthen teacher training and skills development to improve their teaching performance. Ongoing training, including innovative teaching techniques and the use of educational technology, can improve teacher performance and positively influence parental decision-making.

School Service Improvement,Schools need to ensure that the services they provide to parents, such as prompt and responsive communication and efficient administrative services, consistently meet their expectations. By improving these services, schools can strengthen parents' trust and support their decisions regarding their children's education.

Increasing Parental Satisfaction,To improve parental decision-making, schools should focus on increasing parental satisfaction through active involvement in various aspects of their children's education, both academic and non-academic. Schools can conduct regular satisfaction surveys to understand parental needs and adjust the services provided.

Practical

Development of a Model of the Influence of Teacher Performance on Parental Decisions,Further research is needed to understand the dimensions of teacher performance that most influence parental decisions. Developing a model that incorporates factors such as teacher engagement with parents and effective teaching methods could provide a clearer picture of the influence of teacher performance on parental decisions.

Analysis of Factors Influencing Services on Parents' Decisions, Further research could explore the types of services that most influence parental decisions, such as the quality of communication, information services, and emotional support provided to parents. Further study of these factors could help identify effective strategies to improve parental decisions.

Development of a Parental Satisfaction Measurement Model, Further studies could develop a more holistic model for measuring parent satisfaction, encompassing not only academic aspects but also services and social interactions between

parents and the school. This more comprehensive measurement would provide deeper insight into the influence of parental satisfaction on their decisions.

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