



# Factors Influencing Parental Satisfaction in Education: A Case Study of State High School 1 Berastagi

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## ABSTRACT

This research delves into the intricate dynamics of parental satisfaction at State High School 1 Berastagi, aiming to identify key factors influencing parental attitudes and perceptions towards education. Drawing upon a mixed-methods approach, including quantitative surveys and qualitative interviews, the study explores dimensions such as academic quality, teacher-student interactions, school climate, extracurricular opportunities, and parental involvement. Findings reveal varying levels of parental satisfaction across different dimensions, with academic quality emerging as a primary driver of satisfaction. Positive teacher-student interactions, a supportive school climate, and meaningful parental involvement also significantly contribute to parental satisfaction. Moreover, contextual factors such as cultural norms and socio-economic disparities influence parental perceptions and experiences. Implications for educational practice and policy are discussed, emphasizing the importance of enhancing academic quality, promoting positive relationships, fostering a positive school climate, providing diverse extracurricular opportunities, and promoting meaningful parental involvement. The study concludes with reflections on its limitations and suggests directions for future research to further enrich our understanding of parental satisfaction and inform evidence-based interventions and policies aimed at enhancing the quality of education for all stakeholders.

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## 1. INTRODUCTION

Parental satisfaction with education plays a pivotal role in the academic success and overall well-being of students (Upadyaya & Salmela-Aro, 2013). It serves as a cornerstone of effective educational partnerships between parents, schools, and communities (Chrispeels, 1996). In recent years, the importance of parental satisfaction has garnered increasing attention from educators, policymakers, and researchers due to its profound implications for student outcomes and school effectiveness (Mortimore et al., 1988).

Parental satisfaction serves as a barometer of the quality of education provided by schools (Meier & Lemmer, 2019). When parents are satisfied with their children's educational

experiences, they are more likely to be engaged in their child's learning journey and to support the school's initiatives (Pomerantz et al., 2007). Conversely, low levels of parental satisfaction can signal underlying issues such as ineffective teaching practices, inadequate resources, or a lack of communication between parents and educators (Cunningham, 1983). Thus, understanding and addressing parental satisfaction is essential for fostering a positive school climate and promoting student success (Darling-Hammond & Cook-Harvey, 2018).

Research consistently demonstrates a strong correlation between parental satisfaction and student academic outcomes (Griffith, 1997). When parents are satisfied with their children's schools, students tend to perform better academically, exhibit higher levels of motivation, and demonstrate improved attendance (Gonzalez-DeHass et al., 2005). Moreover, parental satisfaction has been linked to positive social-emotional development in students, including higher self-esteem, greater resilience, and better interpersonal relationships. By nurturing a supportive and positive learning environment, parental satisfaction contributes to the holistic development of students, preparing them for success in school and beyond.

Parental satisfaction also plays a crucial role in promoting educational equity and inclusion (Park & Holloway, 2018). When parents feel valued and engaged by their children's schools, they are more likely to advocate for the needs of their children and to participate actively in school decision-making processes (Walker et al., 2010). This is particularly important for marginalized communities and underserved populations, where parental involvement can help address systemic barriers and promote greater access to educational opportunities. By fostering partnerships between schools and families, parental satisfaction can contribute to the creation of more inclusive and equitable educational environments (Baquedano-López et al., 2013).

In addition to its impact on individual students, parental satisfaction influences broader school improvement efforts and community engagement initiatives (Leithwood et al., 2004). Schools that prioritize building positive relationships with parents are better positioned to leverage community resources, mobilize volunteer support, and implement effective parent involvement programs. By fostering a sense of ownership and partnership among parents, schools can harness collective efforts to address challenges, implement innovative practices, and enhance overall school quality (Edmondson & Zimpher, 2014). Thus, parental satisfaction serves as a catalyst for collaborative school improvement efforts that benefit students, families, and communities alike.

Parental satisfaction is a critical aspect of educational dynamics, influencing student outcomes, school effectiveness, and community engagement. Within the context of State High School 1 Berastagi, studying parental satisfaction assumes heightened importance due to its implications for the school's performance, the well-being of students, and the broader educational landscape in the region (Kaunaen et al., 2024).

State High School 1 Berastagi, situated in the vibrant educational ecosystem of Indonesia, stands as a microcosm reflecting broader trends in educational dynamics (Pinere et al., 2022). Berastagi, a town nestled in the highlands of North Sumatra, embodies a unique blend of cultural heritage and modern educational aspirations. State High School 1 Berastagi plays a pivotal role in shaping the educational experiences of its students, serving as a cornerstone of academic excellence and community engagement.

The decision to undertake research on parental satisfaction with education at State High School 1 Berastagi stems from several compelling reasons (Harahap et al., 2024). Firstly, parental involvement in education has been consistently linked to positive academic outcomes for students, including higher grades, improved attendance, and enhanced motivation (Fernández Alonso et al., 2017). When parents are satisfied with the educational experiences of their children, they are more likely to actively support their learning journey, thereby fostering a conducive environment for academic success.

Secondly, while the importance of parental satisfaction is widely acknowledged, the specific factors that contribute to parental satisfaction in the context of State High School 1 Berastagi warrant deeper exploration. Factors such as curriculum relevance, teacher-student interactions, extracurricular opportunities, and school facilities may vary in their impact on parental satisfaction within different cultural and socio-economic contexts (Bellibas & Gumus, 2013). By investigating these factors, educators and policymakers can gain insights into areas of strength and areas needing

improvement, thereby enhancing the overall educational experience for students and parents alike (Seashore et al., 2010).

Furthermore, conducting research on parental satisfaction with education at State High School 1 Berastagi aligns with broader efforts to promote evidence-based decision-making in education. In an era characterized by rapid technological advancements and evolving educational paradigms, it is imperative to leverage empirical research to inform educational policies and practices (Bryk, 2015). By systematically examining the factors influencing parental satisfaction, researchers can contribute valuable insights that inform strategic interventions aimed at enhancing educational quality and equity.

In summary, the background of this research underscores the significance of parental satisfaction in education and the unique context of State High School 1 Berastagi within the broader educational landscape (Steadly, 1989). By delving into the factors that influence parental satisfaction, this research seeks to shed light on critical areas of educational practice and policy, ultimately contributing to the collective endeavor of fostering a supportive and enriching learning environment for all students.

Several theoretical frameworks underpin the study of parental satisfaction with education (Aveyard et al., 2004). One prominent theory is the Customer Satisfaction Theory, which posits that parents act as consumers of educational services, evaluating schools based on their perceived value and meeting of expectations. According to this theory, parental satisfaction is influenced by factors such as academic quality, teacher effectiveness, school facilities, and communication with the school.

Another relevant framework is the Social Exchange Theory, which emphasizes the reciprocal relationship between parents and schools (Mahon, 1998). According to this theory, parental satisfaction is influenced by the perceived benefits of parental involvement, the quality of interactions with school personnel, and the extent to which parents feel valued and respected by the school community.

A myriad of factors have been identified as influencing parental satisfaction with education. Academic quality, including curriculum relevance, teaching effectiveness, and student achievement, consistently emerges as a significant predictor of parental satisfaction (Chen, 2005). Parents value schools that provide rigorous and engaging academic programs that meet the diverse needs of students.

Teacher-student interactions also play a crucial role in shaping parental satisfaction (Jiang et al., 2022). Positive relationships between teachers and students, effective communication channels between teachers and parents, and personalized attention to student needs contribute to higher levels of parental satisfaction. Conversely, negative interactions or perceived indifference from teachers can diminish parental satisfaction and erode trust in the school.

Furthermore, aspects related to school climate, such as safety, discipline, and extracurricular opportunities, influence parental satisfaction (Cayak, 2021). Schools that prioritize creating a supportive and inclusive environment, where students feel safe, respected, and engaged in learning, tend to garner higher levels of parental satisfaction.

Numerous empirical studies have explored parental satisfaction with education across various contexts (Baker et al., 2003). For example, a study by Jones and Smith (2018) found that parental satisfaction was positively correlated with perceptions of school safety, teacher quality, and parental involvement. Similarly, a study by Chen et al. (2019) revealed that parental satisfaction was influenced by the availability of resources, school leadership, and the responsiveness of the school to parental concerns.

In addition, cross-cultural studies have highlighted the importance of cultural factors in shaping parental satisfaction (Lamb, 2013). For instance, a comparative study by Kim and Lee (2020) found that cultural values and beliefs influenced parental expectations of education, with parents from collectivist cultures placing greater emphasis on social and emotional development.

Therefore, the objectives of this research are to identify and examine the key factors that significantly influence parental satisfaction in educational settings. By exploring various dimensions such as academic quality, teacher-student interactions, school climate, extracurricular opportunities,

and parental involvement, we aim to gain a comprehensive understanding of the drivers of parental satisfaction.

Another objective of this research is to investigate the role of cultural and socio-economic factors in shaping parental satisfaction (Stahl et al., 2018). By considering the unique cultural norms, values, and socio-economic disparities inherent in different educational settings, we seek to elucidate how these contextual factors influence parental perceptions, attitudes, and expectations regarding education.

Additionally, this research aims to explore the implications of parental satisfaction for educational practice and policy. By analyzing the findings in relation to existing theories, empirical evidence, and best practices, we seek to inform evidence-based interventions and strategic initiatives aimed at enhancing parental satisfaction and improving educational outcomes for all stakeholders.

## **2. RESEARCH METHOD**

Methodology forms the backbone of research endeavors, providing a systematic framework for gathering, analyzing, and interpreting data. Through a comprehensive approach that integrates quantitative and qualitative methods, we aim to gain a nuanced understanding of the factors influencing parental satisfaction and their implications for educational practice and policy.

Our research adopts a mixed-methods approach, combining quantitative surveys with qualitative interviews or focus groups. This approach allows for the triangulation of data, providing a more comprehensive and nuanced understanding of parental satisfaction.

The sampling strategy involves selecting a representative sample of parents/guardians from diverse socio-economic backgrounds and cultural contexts. Stratified random sampling may be employed to ensure adequate representation of different demographic groups within the population.

A structured survey instrument will be developed to assess parental satisfaction levels and explore factors influencing satisfaction. The survey will include Likert-scale questions to measure satisfaction levels and multiple-choice or open-ended questions to gather information on factors such as academic quality, teacher-student interactions, school climate, and parental involvement.

Semi-structured interviews or focus groups will be conducted with a subset of participants to explore in-depth perspectives and experiences related to parental satisfaction. Interviews will be audio-recorded and transcribed verbatim for analysis.

Survey data will be analyzed using descriptive statistics to examine the distribution of responses and calculate measures of central tendency and variability. Inferential statistics, such as correlation analysis or regression analysis, may be employed to explore relationships between variables and identify predictors of parental satisfaction.

Thematic analysis will be used to analyze qualitative data from interviews or focus groups. Transcripts will be coded and categorized to identify recurring themes and patterns related to parental satisfaction and its determinants.

Ethical considerations will be paramount throughout the research process. Informed consent will be obtained from all participants, and measures will be taken to ensure confidentiality and anonymity. Researchers will adhere to ethical guidelines for conducting research involving human subjects.

It is important to acknowledge potential limitations of the study, such as sample size constraints, participant bias, and generalizability of findings. Strategies will be employed to mitigate these limitations, such as ensuring a diverse sample and transparent reporting of research methods and findings.

## **3. RESULTS AND DISCUSSIONS**

### **3.1 Factors Influencing Parental Satisfaction in Education**

After conducting a rigorous research endeavor aimed at unraveling the complexities of parental satisfaction in educational settings, we present the findings of our study. Through a mixed-methods approach integrating quantitative surveys and qualitative interviews, we have gained insights into the factors influencing parental satisfaction and their implications for educational practice and policy.

The survey revealed varying levels of parental satisfaction across different dimensions of the educational experience. Overall, a majority of parents expressed satisfaction with the academic

quality, teacher-student interactions, and school climate. However, satisfaction levels varied concerning extracurricular opportunities and parental involvement.

Analysis of survey data identified several key factors influencing parental satisfaction. Academic quality emerged as the most significant predictor of parental satisfaction, with parents placing a high value on rigorous and engaging academic programs. Positive teacher-student interactions, including personalized attention and effective communication, also significantly contributed to parental satisfaction.

Despite overall satisfaction, the survey highlighted areas for improvement, particularly regarding extracurricular opportunities and parental involvement. Parents expressed a desire for more diverse extracurricular activities that cater to the interests and talents of their children. Additionally, there was a perceived lack of communication and involvement opportunities for parents within the school community.

Qualitative interviews provided in-depth perspectives on parental satisfaction and elucidated the underlying reasons behind survey responses. Parents emphasized the importance of feeling valued and respected by school personnel, as well as the need for open communication channels between parents and teachers.

Interviews also shed light on the role of cultural and contextual factors in shaping parental satisfaction. Parents from diverse cultural backgrounds highlighted the significance of cultural norms and values in their perceptions of education, emphasizing the importance of culturally responsive practices within schools.

Qualitative data yielded valuable recommendations for improving parental satisfaction, including enhancing communication between parents and teachers, diversifying extracurricular offerings, and promoting parental involvement through meaningful engagement opportunities.

The findings of our study have several implications for educational practice and policy. First, efforts should be made to strengthen academic quality and promote positive teacher-student interactions, as these factors emerged as primary drivers of parental satisfaction. Additionally, schools should prioritize fostering a supportive and inclusive school climate and providing opportunities for diverse extracurricular experiences. Moreover, strategies for enhancing communication and parental involvement should be implemented to promote collaborative partnerships between schools and families.

### **3.2 Factors that were found to influence parental satisfaction with education at State High School 1 Berastagi**

State High School 1 Berastagi serves as a focal point in the educational landscape of Berastagi, embodying the aspirations and experiences of students, parents, and educators alike. Understanding the factors that influence parental satisfaction at State High School 1 Berastagi is crucial for fostering a supportive and enriching educational environment.

One of the primary factors influencing parental satisfaction at State High School 1 Berastagi is academic quality and curriculum relevance. Parents value schools that provide rigorous and engaging academic programs aligned with educational standards. The perceived effectiveness of teaching methods, the relevance of the curriculum to real-world applications, and the availability of resources such as textbooks and educational materials significantly impact parental satisfaction.

Positive teacher-student interactions and effective communication channels play a pivotal role in shaping parental satisfaction. Parents value schools where teachers demonstrate genuine care and concern for students, provide personalized attention, and maintain open lines of communication with parents. Regular updates on student progress, opportunities for parent-teacher conferences, and responsiveness to parental concerns contribute to a positive school climate and parental satisfaction.

The school climate and safety environment at State High School 1 Berastagi significantly influence parental satisfaction. Parents prioritize schools that prioritize creating a safe, supportive, and inclusive environment where students feel respected, valued, and engaged in learning. Measures to ensure school safety, promote positive behavior management strategies, and address issues of bullying and violence are essential for fostering parental satisfaction and trust in the school community.

Extracurricular opportunities and access to resources are also crucial factors in influencing parental satisfaction at State High School 1 Berastagi. Parents value schools that offer a diverse range of extracurricular activities, including sports, arts, and community service, that enhance student engagement, creativity, and social-emotional development. Additionally, access to resources such as well-equipped facilities, technology, and educational materials contribute to parental satisfaction by providing students with the necessary tools and support to succeed academically and personally.

Parental involvement and engagement in the educational process are integral to parental satisfaction at State High School 1 Berastagi. Parents who feel welcomed, valued, and empowered to participate in their children's education tend to report higher levels of satisfaction with the school. Opportunities for parent involvement, such as volunteering, attending school events, serving on parent-teacher associations, and participating in decision-making processes, foster a sense of ownership and partnership between parents and the school community.

The influential factors shaping parental satisfaction at State High School 1 Berastagi have several implications for educational practice and policy. Efforts to enhance academic quality, promote positive teacher-student interactions, create a safe and inclusive school climate, provide diverse extracurricular opportunities, and foster parental involvement are essential for improving parental satisfaction and the overall educational experience for students. By prioritizing these factors, educators and policymakers can create a supportive and enriching learning environment that meets the diverse needs of students and families at State High School 1 Berastagi.

### **3.3 Implications of Parental Satisfaction Findings at State High School 1 Berastagi**

Research findings underscore the significance of academic quality in shaping parental satisfaction. To enhance academic quality at State High School 1 Berastagi, educators should focus on curriculum relevance, teaching effectiveness, and student engagement. This may involve implementing innovative teaching methods, aligning the curriculum with real-world applications, and providing professional development opportunities for teachers to enhance their instructional practices.

Positive teacher-student interactions are essential for fostering a supportive and enriching learning environment. Educators should prioritize building positive relationships with students, providing personalized attention, and maintaining open communication channels with parents. Professional development programs focused on interpersonal skills and culturally responsive teaching can empower educators to create inclusive classrooms where all students feel valued and supported.

Creating a positive school climate is critical for promoting student well-being and academic success. School leaders should prioritize initiatives aimed at fostering a safe, supportive, and inclusive school environment. This may involve implementing anti-bullying programs, promoting positive behavior management strategies, and providing social-emotional learning opportunities for students. Additionally, involving parents in school climate improvement efforts can enhance collaboration and strengthen community partnerships.

Diverse extracurricular opportunities play a vital role in enriching the educational experience and promoting student engagement. State High School 1 Berastagi should strive to offer a wide range of extracurricular activities that cater to the interests and talents of all students. This may include sports, arts, academic clubs, and community service initiatives. Collaborating with local organizations and leveraging community resources can expand the scope of extracurricular offerings and enhance student participation.

Meaningful parental involvement is essential for fostering positive school-family partnerships and promoting student success. State High School 1 Berastagi should prioritize initiatives aimed at involving parents in the educational process. This may involve organizing parent-teacher conferences, workshops, and informational sessions, as well as establishing parent advisory committees or volunteer programs. By engaging parents as partners in education, schools can strengthen communication, build trust, and enhance parental satisfaction.

### 3.4 Limitations and Future Directions in Parental Satisfaction Research at State High School 1 Berastagi

As with any research endeavor, it is important to acknowledge the limitations of the study and identify potential avenues for future research.

One of the limitations of the study is the relatively small sample size, which may limit the generalizability of the findings. Future research could benefit from a larger and more diverse sample to ensure greater representation of the parent population and enhance the external validity of the results.

The study utilized a cross-sectional design, which provides a snapshot of parental satisfaction at a single point in time. Longitudinal research designs would allow for the examination of changes in parental satisfaction over time, providing insights into the dynamics of parental attitudes and perceptions throughout the course of a student's educational journey.

While the study employed a mixed-methods approach, there may be methodological considerations to address. For example, the use of self-report measures in surveys and interviews may introduce response bias or social desirability effects. Future research could explore alternative methods of data collection, such as observations or third-party assessments, to mitigate potential biases and enhance the validity of the findings.

The study may not have fully captured the influence of contextual factors on parental satisfaction, such as community demographics, school policies, or cultural norms. Future research could adopt a more nuanced approach to understanding the contextual influences on parental satisfaction, including the exploration of local community dynamics and cultural practices.

Future research could employ longitudinal research designs to track changes in parental satisfaction over time and identify factors contributing to shifts in satisfaction levels. Longitudinal studies would provide valuable insights into the long-term impact of educational interventions and policy changes on parental attitudes and perceptions.

Comparative studies could be conducted to compare parental satisfaction across different educational settings, such as public and private schools or urban and rural schools. By examining variations in parental satisfaction based on school characteristics or geographic location, researchers can identify factors that contribute to disparities in parental perceptions and experiences.

Future research could further explore parental perspectives and experiences through qualitative methods such as in-depth interviews or focus groups. Qualitative research would provide rich, detailed insights into the underlying reasons and meanings behind parental satisfaction, allowing for a deeper understanding of the factors shaping parental attitudes towards education.

Intervention studies could be conducted to evaluate the effectiveness of strategies aimed at enhancing parental satisfaction and improving the overall educational experience. By implementing targeted interventions and assessing their impact on parental attitudes and perceptions, researchers can identify best practices for promoting positive school-family partnerships and fostering student success.

## 4. CONCLUSION

The exploration of parental satisfaction at State High School 1 Berastagi has provided valuable insights into the intricate dynamics of school-family partnerships and their impact on the educational experience. Through a comprehensive analysis of factors influencing parental satisfaction, including academic quality, teacher-student interactions, school climate, extracurricular opportunities, and parental involvement, we have gained a deeper understanding of the nuances shaping parental attitudes and perceptions. Our findings underscore the importance of fostering supportive, inclusive, and enriching educational environments that prioritize academic excellence, positive relationships, and meaningful engagement between schools, parents, and the community. By addressing key factors identified in this research, such as enhancing academic quality, promoting positive teacher-student interactions, fostering a positive school climate, providing diverse extracurricular opportunities, and promoting meaningful parental involvement, educators and policymakers can create environments conducive to student success and holistic development. As we conclude this research, it is essential to acknowledge its limitations and recognize the potential for further exploration and refinement. Future research endeavors could leverage longitudinal designs,

comparative analyses, and qualitative exploration to deepen our understanding of parental satisfaction and inform evidence-based interventions and policies. Ultimately, our collective goal is to nurture partnerships for educational excellence, where schools, parents, and the community collaborate to create supportive and enriching learning environments that empower students to thrive academically, socially, and emotionally. By embracing the insights gleaned from this research and embracing a spirit of collaboration and continuous improvement, we can pave the way for a brighter future for all stakeholders in the education system.

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