



**INFLUENCE OF COMPETENCE AND ADMINISTRATIVE SERVICES ON
PARENTS' SATISFACTION AT SMAIT THARIQ BIN ZIYAD BEKASI****Muhamad Yasin¹****Universitas Mitra Bangsa, Kota Jakarta Selatan, Indonesia**myasin@thariq.sch.id**Zaharuddin²****Universitas Mitra Bangsa, Kota Jakarta Selatan, Indonesia**Zaharuddin1964@yahoo.co.id**I Gede Adiputra³****Universitas Mitra Bangsa, Kota Jakarta Selatan, Indonesia**gedea@fe.untar.ac.id

Abstract

Schools serve as providers of services to learners and the surrounding community, where the effectiveness and quality of these services shape user satisfaction. This study investigates the influence of educator expertise and administrative efficiency on parental satisfaction at SMAIT Thariq Bin Ziyad Bekasi. A quantitative research approach with descriptive and analytical designs was employed, involving 85 respondents selected using the Slovin formula. Data evaluation was performed through t-tests, F-tests, and determination coefficients via SPSS version 25.0. Results show that educator competence partially contributes positively and significantly to parental satisfaction, with an R^2 of 0.151 (15.1%), while administrative efficiency similarly exerts a significant positive partial effect with an R^2 of 0.135 (13.5%). When considered together, both competence and administrative efficiency have a meaningful positive impact on parental satisfaction ($R^2 = 0.416$ or 41.6%), leaving 58.4% of variation explained by other external factors. These findings highlight the necessity of enhancing both staff capabilities and administrative processes to maximize parental satisfaction.

Keywords: Competence, Service, Satisfaction



INTRODUCTION

Education is a public service that plays a strategic role in improving the quality of human resources. According to Law Number 20 of 2003 on the National Education System, schools as formal educational institutions bear the responsibility of enlightening the nation's life in accordance with the ideals stated in the Preamble of the 1945 Constitution. Therefore, the quality of services provided by schools not only affects the learning process but also the level of satisfaction among stakeholders, including parents as the primary stakeholders.

Parental satisfaction serves as a crucial indicator in assessing the quality of educational services. Parents who feel satisfied are more likely to provide full support for the teaching and learning process and enhance the school's image. Conversely, dissatisfaction may influence loyalty and trust toward the educational institution. Key factors determining such satisfaction include the competence of administrative staff and the quality of administrative services, encompassing knowledge, skills, and professional attitudes in carrying out tasks related to services for both students and parents (Yudha & Priatna, 2024).

Previous studies have shown that service quality and human resource competence are significant factors in shaping educational customer satisfaction. For instance, a study by Parasuraman et al. (1988) emphasized that responsive, reliable, and empathetic service quality can significantly improve customer satisfaction. However, various studies also reveal a gap between the services provided and the expectations of education service users, particularly regarding speed, accuracy of information, and professionalism of administrative staff (Asefi et al., 2017; Rafati et al., 2021).

SMAIT Thariq Bin Ziyad Bekasi, as an integrated Islamic educational institution promoting excellence in Morality, Qur'an, Academics, and Language (A3B), continues to strive for improvements in education quality and service delivery. Nevertheless, initial observations indicate that only 30% of parents reported being satisfied with administrative services. This indicates issues that need to be addressed, such as suboptimal administrative processes, limited effective communication, and a lack of integrated administrative systems that support service efficiency.

This issue shows that, although the quality of educational services is a primary focus, there remains a gap between expectations and reality in practice. Therefore, this research is essential to examine more deeply the extent to which



administrative staff competence and administrative services affect parental satisfaction at SMAIT Thariq Bin Ziyad Bekasi.

The state of the art of this research highlights that, although numerous studies have affirmed the importance of service quality in improving user satisfaction, empirical investigations exploring how staff expertise and administrative operations influence parents' satisfaction in Bekasi's integrated Islamic schools are still notably sparse. This constitutes a relevant research gap to be addressed, offering both practical and academic contributions.

This investigation seeks to explore the impact of administrative personnel's skills and the efficiency of school management on parents' overall satisfaction at SMAIT Thariq Bin Ziyad Bekasi. The study aims to deepen the understanding of what drives parental approval and to guide institutional decisions for enhancing the effectiveness and quality of educational services provided.

LITERATURE REVIEW

Competence

Competence is an individual's characteristic encompassing knowledge, skills, abilities, motives, personal traits, and self-concept to demonstrate effective performance (McClelland, 1973; Spencer & Spencer, 2008). It also includes the ability to adapt, self-manage, and achieve superior results through continuous development (Edmondson, 2023). Its development is influenced by education, training, experience, motivation, personality traits, and human resource management systems (Wibowo, 2012).

Service

Service is an intangible activity that occurs through interaction between service providers and recipients to meet customer needs (Grönroos, 2019; Parasuraman et al., 1988). The SERVQUAL model highlights five dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. Good service enhances customer satisfaction, trust, credibility, and loyalty (Tjiptono, 2004).

Satisfaction

Satisfaction is the emotional response of customers after comparing service performance with prior expectations (Kotler, 2007; Pasolong, 2019). In education, satisfaction is influenced by service quality and the competence of administrative staff in delivering accurate, friendly, and procedurally appropriate services. The



relationship between these factors determines the level of customer satisfaction (Parasuraman et al., 1988).

RESEARCH METHOD

This research employs a quantitative approach using a survey method to objectively measure the relationship between competency, administrative service, and parental satisfaction variables through the distribution of questionnaires to 85 respondents determined using the Stratified Random Sampling technique based on Slovin's formula (Sugiyono, 2022). Primary data were obtained through observation and questionnaires, in addition, secondary information was collected by examining existing studies and official records. Data analysis was conducted using descriptive and inferential quantitative methods, including validity testing, reliability testing, classical assumption testing, multiple linear regression, t-test, F-test, and coefficient of determination (Suliyanto, 2011).

RESULTS AND DISCUSSION

Data Validity Test

Validity, defined as the accuracy between actual and collected data (Sugiyono, 2017), was assessed through internal validity, where a coefficient ≥ 0.3 indicates validity. Results from IBM SPSS 25 for the Competence Quality variable are shown in Table 1.

Table 1.
Results of the Validity Test for the Competence Variable

Variable	Statement Item	r Tabel	Pearson Correlation	Sig. (2-tailed)	Conclusion
Competence (X ₁)	KP1	0.213	,345**	0,001	Valid
	KP2	0.213	,407**	0,000	Valid
	KP3	0.213	,376**	0,000	Valid
	KP4	0.213	,323**	0,003	Valid
	KP5	0.213	,425**	0,000	Valid
	KP6	0.213	,525**	0,000	Valid
	KP7	0.213	,450**	0,000	Valid
	KP8	0.213	,603**	0,000	Valid
	KP9	0.213	,565**	0,000	Valid
	KP10	0.213	,665**	0,000	Valid
	KP11	0.213	,600**	0,000	Valid
	KP12	0.213	,545**	0,000	Valid
	KP13	0.213	,655**	0,000	Valid
	KP14	0.213	,620**	0,000	Valid
	KP15	0.213	,541**	0,000	Valid

Source: SPSS 25 Data Processing (2025)



The table shows that all statement items in the Competence variable have validity coefficients above 0.213, indicating that all items are valid for measuring the intended aspect.

Table 2.
Results of the Validity Test for the Service Variable

Variable	Statement Item	r Tabel	Pearson Correlation	Sig. (2-tailed)	Conclusion
Service (X2)	PL1	0,213	,453**	0,000	Valid
	PL2	0,213	,588**	0,000	Valid
	PL3	0,213	,565**	0,000	Valid
	PL4	0,213	,607**	0,000	Valid
	PL5	0,213	,651**	0,000	Valid
	PL6	0,213	,547**	0,000	Valid
	PL7	0,213	,631**	0,000	Valid
	PL8	0,213	,644**	0,000	Valid
	PL9	0,213	,643**	0,000	Valid
	PL10	0,213	,517**	0,000	Valid
	PL11	0,213	,673**	0,000	Valid
	PL12	0,213	,593**	0,000	Valid
	PL13	0,213	,575**	0,000	Valid
	PL14	0,213	,556**	0,000	Valid
	PL15	0,213	,622**	0,000	Valid

Source: SPSS 25 Data Processing (2025)

The table shows that all statement items in the Service variable have validity coefficients above 0.3, indicating that all items are valid for measuring the intended aspect.

Table 3.
Results of the Validity Test for the Student Parents' Satisfaction Variable

Variable	Statement Item	r Tabel	Pearson Correlation	Sig. (2-tailed)	Conclusion
Satisfaction (Y)	KS1	0,213	,676**	0,000	Valid
	KS2	0,213	,646**	0,000	Valid
	KS3	0,213	,642**	0,000	Valid
	KS4	0,213	,603**	0,000	Valid
	KS5	0,213	,680**	0,000	Valid
	KS6	0,213	,646**	0,000	Valid
	KS7	0,213	,680**	0,000	Valid
	KS8	0,213	,671**	0,000	Valid
	KS9	0,213	,740**	0,000	Valid
	KS10	0,213	,657**	0,000	Valid
	KS11	0,213	,602**	0,000	Valid
	KS12	0,213	,741**	0,000	Valid
	KS13	0,213	,685**	0,000	Valid
	KS14	0,213	,559**	0,000	Valid
	KS15	0,213	,638**	0,000	Valid

Source: SPSS 25 Data Processing (2025)



The table shows that all statement items in the Student Parents' Satisfaction variable have validity coefficients above 0.213, indicating that all items are valid for measuring the intended aspect.

Reliability Test

Reliability is the consistency of measurements on the same object (Sugiyono, 2017). A construct is reliable if Cronbach's Alpha exceeds 0.60. IBM SPSS 25 analysis shows the variables are reliable, as presented in Table 4 for the Competence variable.

Table 4.
Results of the Reliability Test for the Competence Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
,802	15

From the table above, all items have a Cronbach's Alpha value of 0.802, which is greater than 0.6, indicating that the questionnaire items for the Competence variable are reliable and can be used in the research.

Table 5.
Results of the Reliability Test for the Service Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
,865	15

The reliability analysis for the Service variable shows a Cronbach's Alpha of 0.865. Since this value surpasses the 0.6 benchmark, it demonstrates that the questionnaire items are dependable and appropriate for inclusion in the stud.

Table 6.
Results of the Reliability Test for the Student Parents' Satisfaction Variable

Reliability Statistics	
Cronbach's Alpha	N of Items
,905	15

The questionnaire designed to assess Student Parents' Satisfaction demonstrated strong internal consistency, as reflected by a Cronbach's Alpha



score of 0.905. This high value indicates that the items can be reliably applied for data collection in this study.

Classic Assumption Test

Normality Test

Before performing multiple linear regression, it is necessary to evaluate whether the dataset follows an expected distribution. This evaluation of data behavior can be conducted using graphical representations, including histograms and Normal P-P Plots.

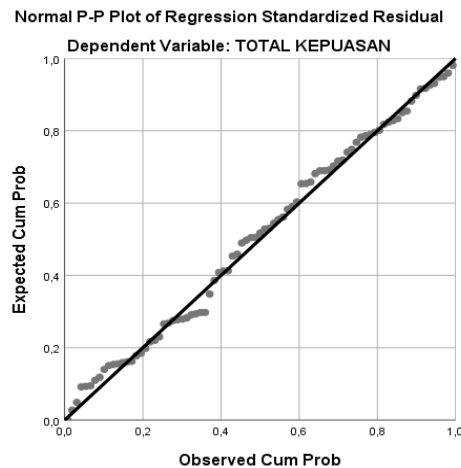


Figure 1.

Results of the Normality Test – Normal P-P Plot Graph

In the Normal P-P Plot, points align closely with the diagonal line. The findings confirm that the regression analysis adheres to the assumption of normally distributed data, validating its use in subsequent tests.

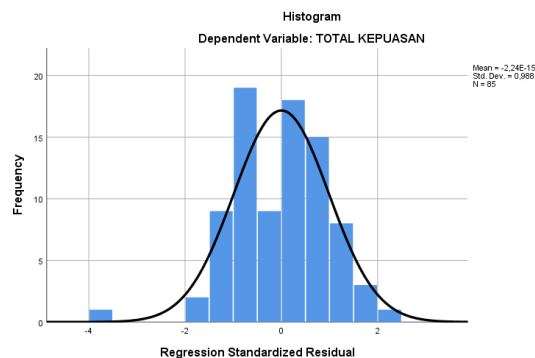


Figure 2.

Results of the Normality Test – Histogram Graph



In Figure 2, the Histogram shows a right-skewed pattern indicating a normal distribution. As a result, the regression model is considered appropriate since the dataset aligns with the expected distribution pattern.

Multicollinearity Test

Table 7.
Results of the Multicollinearity Test

Model		Coefficients ^a			Sig.	Collinearity Statistics	
		Unstandardized Coefficients	Std. Error	Standardized Coefficients		Tolerance	VIF
1	(Constant)	39,411	5,853		,000		
	TOTAL KOMPETENSI	1,041	,138	,865	,000	,540	1,853
	TOTAL PELAYANAN	,645	,106	,701	,000	,540	1,853

a. Dependent Variable: TOTAL SATISFACTION

Source: SPSS 25 Data Processing (2025)

No multicollinearity occurs as $VIF < 10$ and $Tolerance > 0.1$; The evaluation of Competence (X1) and Service (X2) for multicollinearity, as summarized in Table 7, indicates VIF values of 1.853 and Tolerance levels of 0.540, suggesting no multicollinearity issues.

Heteroscedasticity Test

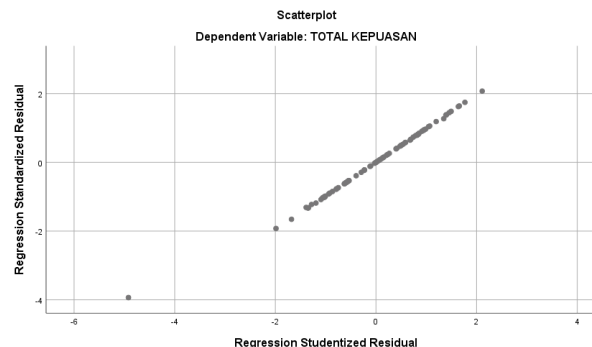


Figure 3.
Results of the Heteroscedasticity Test

The graphical assessment indicates that the residuals are evenly dispersed along the vertical axis, suggesting that the regression model maintains constant variance and does not suffer from heteroscedasticity.

**Data Interpretation****Simple Regression Analysis**

The study employed SPSS 25 to analyze the impact of Competence and Service on the satisfaction levels of students' parents, with results indicating that both factors contribute positively and significantly

Table 8.**Results of the Simple Regression Test of the Effect of Competence on Student Parents' Satisfaction**

Model	Coefficients ^a		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1	(Constant)	34,166	6,939	4,924	,000
	TOTAL KOMPETENSI	,469	,122	,389	,000

a. Dependent Variable: TOTAL SATISFACTION

Researcher, SPSS 25 Data Processing (2025)

Regression Equation: $y = a + bX_1$

- y = Student Parents' Satisfaction variable
- a = Constant
- b = Regression Coefficient (Effect)
- X_1 = Competence variable

The result: $y = 34.166 + 0.469X_1$, this means that an increase or decrease follows each 1-point increase or decrease in Competence in Student Parents' Satisfaction of $34.166 + 0.469 = 34.635$.

Table 9.**Results of the Simple Regression Test of the Effect of Service on Student Parents' Satisfaction**

Model	Coefficients ^a		Standardized Coefficients Beta	t	Sig.
	Unstandardized Coefficients B	Std. Error			
1	(Constant)	42,596	6,259	6,806	,000
	TOTAL PELAYANAN	,310	,106	,305	,005

a. Dependent Variable: TOTAL KEPUASAN

Researcher, SPSS 25 Data Processing (2025)

Regression Equation: $y = a + bX_2$

- y = Student Parents' Satisfaction variable
- a = Constant



- b = Regression Coefficient (Effect)
- X_2 = Service variable

The result: $y = 42.596 + 0.310X_2$ This means that each 1-point increase or decrease in Service is followed by an increase or decrease in Student Parents' Satisfaction of $42.596 + 0.310 = 42.906$.

Multiple Linear Regression Analysis

Multiple linear regression predicts a dependent variable based on multiple independent variables (Sugiyono, 2017:275). Analysis using IBM SPSS 25 produced the following results:

Table 10.

Results of Multiple Linear Regression Test of the Effect of Competence and Service on Student Parents' Satisfaction

		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	39,411	5,853		6,733	,000
	TOTAL KOMPETENSI	1,041	,138	,865	7,527	,000
	TOTAL PELAYANAN	,645	,106	,701	6,101	,000

a. Dependent Variable: TOTAL SATISFACTION

Source: SPSS 25 Data Processing (2025)

Regression Equation: $y = a + bX_1 + cX_2$

- y = Satisfaction variable
- a = Constant
- b = Regression Coefficient (Effect) of X_1
- X_1 = Competence variable
- c = Regression Coefficient (Effect) of X_2
- X_2 = Service variable

Result: $y = 39.411 + 1.041X_1 + 0.645X_2$, this means that a 1-point increase or decrease in both Competence and Service together results in a change in Student Parents' Satisfaction of $39.411 + 1.041 + 0.645 = 41.097$.

Coefficient of Determination (R^2)

The R^2 value (0–1) shows how strongly independent variables affect the dependent variable; closer to 1 means stronger influence.



Table 11.
Coefficient of Determination for the Effect of Competence on Student Parents' Satisfaction

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,389 ^a	,151	,141	7,790

a. Predictors: (Constant), TOTAL COMPETENCE

b. Dependent Variable: TOTAL SATISFACTION

Source: SPSS 25 Data Processing (2025)

Coefficient of Determination (KD) = $R^2 \times 100\% = 0.151 \times 100\% = 15.1\%$

This indicates that the Competence variable (X_1) contributes 15.1% to Student Parents' Satisfaction, while the remaining 84.9% is influenced by other variables outside the study.

Table 12.
Coefficient of Determination for the Effect of Service on Student Parents' Satisfaction

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,321 ^a	,135	,120	8,401

a. Predictors: (Constant), TOTAL SERVICE

b. Dependent Variable: TOTAL SATISFACTION

Source: SPSS 25 Data Processing (2025)

Coefficient of Determination (KD) = $R^2 \times 100\% = 0.135 \times 100\% = 13.5\%$

This indicates that the Service (X_2) contributes 13.5% to Student Parents' Satisfaction, while 86.5% is influenced by other factors.

Table 13.
Coefficient of Determination for the Effect of Competence and Service on Student Parents' Satisfaction

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,645 ^a	,416	,402	6,499

a. Predictors: (Constant), TOTAL SERVICE, TOTAL COMPETENCE

b. Dependent Variable: TOTAL SATISFACTION

Source: SPSS 25 Data Processing (2025)



Coefficient of Determination (KD) = $R^2 \times 100\% = 0.416 \times 100\% = 41.6\%$. Competence and Service jointly contribute 41.6% to Student Parents' Satisfaction, with 58.4% influenced by other factors.

Hypothesis Testing

t-Test

Partial t-test examines each independent variable's effect on the dependent variable, using significance values and t-count vs. t-table comparisons.

1. An independent variable significantly affects the dependent variable if the significance value is below 0.05 and positive.
2. The hypothesis is accepted if criterion 1 is met for each variable (Competence, Service, and Student Parents' Satisfaction).

Based on the analysis, the results are as follows:

Table 14.

t-Test of the Effect of Competence on Student Parents' Satisfaction

		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	34,166	6,939		4,924	,000
	TOTAL KOMPETENSI	,469	,122	,389	3,848	,000

a. Dependent Variable: TOTAL SATISFACTION

Source: SPSS 25 Data Processing (2025)

The results indicate that Competence significantly affects Student Parents' Satisfaction (Sig. 0.000 < 0.05), confirming H1.

Table 15.

t-Test of the Effect of Service on Student Parents' Satisfaction

		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
Model		Unstandardized Coefficients B	Std. Error			
1	(Constant)	42,596	6,259		6,806	,000
	TOTAL PELAYANAN	,310	,106	,305	2,916	,005

a. Dependent Variable: TOTAL SATISFACTION

Source: SPSS 25 Data Processing (2025)

The results indicate that Service significantly affects Student Parents' Satisfaction at SMAIT Thariq Bin Ziyad Bekasi, with significance (0.005) < 0.05. Thus, H2 is accepted.

**F-Test**

The F-test evaluates the combined effect of independent variables on the dependent variable. The hypothesis is accepted if $\text{Sig.} < 0.05$ and $F\text{-count} > F\text{-table}$.

Table 16.
F-Test of the Effect of Competence and Service on Student Parents' Satisfaction

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2470,820	2	1235,410	29,245	,000 ^b
	Residual	3463,956	82	42,243		
	Total	5934,776	84			

a. Dependent Variable: TOTAL SATISFACTION

b. Predictors: (Constant), TOTAL SERVICE, TOTAL COMPETENCE

Source: SPSS 25 Data Processing (2025)

F-table calculation:

- $df_1 = k - 1 = 3 - 1 = 2$
- $df_2 = n - k = 85 - 3 = 82 \rightarrow F\text{-table} = 3.11$

The ANOVA significance value is $0.000 < 0.05$ and $F\text{-count} (29.245) > F\text{-table} (3.11)$, indicating that Competence and Service together significantly affect Student Parents' Satisfaction. Therefore, H3 is accepted.

The Influence of Competence on Parent Satisfaction at SMAIT Thariq Bin Ziyad Bekasi

Based on the description above, competence has a positive effect on parent satisfaction at SMAIT Thariq Bin Ziyad Bekasi. It is known that competence shows a significance value of $(0.000) < (0.05)$, meaning that the competence variable influences parent satisfaction. The findings above can be interpreted to indicate that fluctuations in parent satisfaction are affected by the level of competence possessed.

The findings of this study are in line with the theory proposed by McClelland (1973), which states that competence is a fundamental characteristic of an individual related to effective or superior performance in a particular job. This encompasses knowledge, skills, abilities, and personal characteristics that enable someone to achieve desired outcomes. Competence refers to the specific abilities and skills required to carry out particular tasks within a field of work or profession. Its dimensions help in understanding how competence can be measured and developed across various areas, including knowledge, skills, attitudes, and behaviors.

The results of this study are consistent with previous research conducted by Wulandari & Hasanah (2025), which stated that competence significantly



affects employee performance. Another study by Purindra et al. (2024) found that work competence partially has a positive and significant effect on employee performance. Both studies confirm that the improvement of employee performance is influenced by competence and commitment in performing work.

The Influence of Service on Parental Satisfaction at SMAIT Thariq Bin Ziyad Bekasi

Based on the description above, Service has a positive influence on Parental Satisfaction at SMAIT Thariq Bin Ziyad Bekasi. This is indicated by a significance value $(0.005) < (0.05)$, meaning that the Service variable affects Parental Satisfaction. The findings above also suggest that fluctuations in Parental Satisfaction are influenced by corresponding fluctuations in the level of Service provided.

The findings further affirm that Service aligns with the definition proposed by Parasuraman et al. (1988), where service quality is the customer's perception of how well the service provided meets their expectations. In their study, they identified five main dimensions that affect service quality: tangibles, reliability, responsiveness, assurance, and empathy.

The findings of this study are consistent with the results of Mannan (2019), where employee competence positively and significantly affects the quality of administrative services by 47.2%. Employee performance positively and significantly affects the quality of administrative services by 64.8%. Competence and performance of employees simultaneously have a positive and significant effect on the quality of administrative services at STKIP DDI Pinrang by 85.2%.

The Influence of Competence and Service on Parental Satisfaction at SMAIT Thariq Bin Ziyad Bekasi

Based on the description above, Competence and Service have a positive influence on Parental Satisfaction at SMAIT Thariq Bin Ziyad Bekasi. This is demonstrated by the ANOVA Regression significance value of $0.000 < 0.05$ and the calculated F value $(29.245 > F \text{ table } 3.11)$, which indicates that the third hypothesis, stating that the variables Competence and Service simultaneously affect the Parental Satisfaction variable at SMAIT Thariq Bin Ziyad Bekasi, is accepted.

The finding of this positive influence is reinforced by Kotler (2003), who state that consumer satisfaction is "the feeling of pleasure or disappointment resulting from comparing the perceived performance or outcome of a product or service with customer expectations." This concept serves as a primary foundation for understanding the behavior of parents and fostering parental loyalty.



CONCLUSION

Based on the study, competence and administrative services significantly influence parental satisfaction at SMAIT Thariq Bin Ziyad Bekasi. Competence contributes 15.1%, while administrative services contribute 13.5%. Together, they account for 41.6% of the variation in parental satisfaction, with the remainder influenced by other factors beyond this research. These results indicate that enhancing teacher competence and improving administrative services can positively impact parental satisfaction with the school.

The findings imply that SMAIT Thariq Bin Ziyad Bekasi should formulate strategic policies to strengthen human resource competence through training, professional development, and continuous performance evaluation while improving administrative services to be more responsive and effective. Future studies could include additional variables or expand the research to other educational institutions to produce more comprehensive recommendations for improving educational service management.

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