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The Influence of School Management Information Systems and Teacher's Social Competence on the Parent Satisfaction of Junior High School Students

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Abstract: This research study aim is to determine the effect of management information systems, teacher social competence on the satisfaction of parents of students. In this research the following methods were used: quantitative, systematic, planned, and structured clearly and neatly. The data collection technique was the use of a questionnaire and observation. The questionnaire instrument was used in order to obtain data on parental responses of students related to school management information systems, and teacher social competence. In comparison, the observation instrument was used to collect secondary data from the features of the school management information system. The pre-research instrument testing on the questionnaire instrument was carried out to test the validity and constancy (reliability) of the statement items. In the next stage, descriptive data and inferential or

hypothesis test analyses were carried out. The results showed that there was a positive effect of management information systems ($p = 0.670$), teacher social competence ($p = 0.546$), and both variables are ($p = 0.810$) on the satisfaction of parents of Labschool Unesa 3 Junior High School.

Keywords: school management information system, teacher social competence, parent satisfaction

Introduction

Improving the quality of service is something that must be done by an institution or organisation to compete, including of them being an educational institution. Indonesia still has a major challenge in improving the quality of education, especially primary and secondary education. A report from Local Governance and Education Performance: Survey of Education Quality of Local Governance in 50 Indonesian Districts conducted by Beegle et al. (2013) shows that local governments have diversity in the quality of governance related to effective education services. In determining the success in service quality in the form of products and services, customer satisfaction must be considered to achieve the goal. As important as customers in a company, customers also have an important role in educational institutions. Therefore, a good quality education must be provided by educational institutions so that they can complete and provide satisfaction for their customers. The teaching target of social communication in the era of 4.0 must accommodate the role of technology (Atabekova et al., 2021; Chan, 2021; Coffelt et al., 2019). Educational system as teaching methods and medias changed ways of communication in world of educational system (Tsai et al., 2017; Zendler & Greiner, 2020).

Parents, as customers of educational institutions, not only have a role in choosing schools for their children but also play an important role in maintaining good relations with schools based on a sense of satisfaction with the results they experience. In this case, the school offers the programs that have been announced, as well as quality services. The existence of parental involvement should be able to create accountability pressure toward increasing professional work, school efficiency, and student achievement. However, this still needs to be improved by several factors, including problems with facilities and infrastructure, management, learning aspects, educators, administration, school administration staff, and aspects of graduates. In service education, there are several service dimensions, including the reliability, the responsiveness, the assurance, the empathy, and tangibles.

According to the previous study that has been conducted by Hendriyati et al. (2022) the lecturers and students can apply research methods with the SDLC (Software Development Life Cycle) model to produce a system that will later repair or replace the old system, through the design and implementation of a data management information system. In implementing policies for lecturers and students, this information system will provide formulations and descriptions to the leadership. According to Olimov and Mamurova (2022) the student does not learn modern information technology, but uses its products as a technical means of teaching. The teacher prepares for the lesson using modern technologies, organises the lesson, monitors the knowledge of students, and his task is to bring the highest level of information technology into the educational process to improve the content of education. According to Dubovyk et al. (2022) showed that the main assistants in developing children's emotional competence are, in one way or another, primary school teachers. Meanwhile, the study that has been conducted by Ybnu Taufan and Basalamah (2021) showed that the competence implementation factor encountered by the students' enthusiasm did not understand the teacher's wishes which resulted in their motivation

to study being mediocre. Furthermore, the increase in teacher motivation also often carries out remedial and enrichment, because students often miss lessons so that special guidance is needed in this case.

According to Kamal et al. (2021) showed that the teachers understand every aspect of social interaction of competences and the teacher's communication is not affective in terms of each social component. The teachers need social competence because they share their knowledge to the students. Therefore, the only teacher should learn a lot from communicating to be clear and cautious. In other words, teachers with social and emotional competence are better able to implement social and emotional curriculum more effectively because they provide outstanding examples of desired social and emotional behaviour (Parnawi & Taridi, 2018). Another study that has been conducted by Saudagar (2019) showed that the perspectives of effective communication provided by some field of studies hence do not only enhance the teacher's social competence but the perspectives also have a great potential to support the teacher's pedagogical competence (Saudagar, 2019). The social competency assessment instruments for teacher candidates in the fourth IR era developed are feasible to use, with several improvements (Rusijono et al., 2020). Meanwhile, the study has been conducted by Haryanto and Salvetri (2022) showed that the level of social competence of physical education teachers based on the principal's assessment is in the fairly good category. So that physical education teachers, school principals, and the government need to make programs so that the social competence of sports teachers can be improved.

Turban (in Rusdiana, (2018)) in his implementation explains the role of management information systems has several characteristics, as follows:

1. Operates on structured tasks, namely in environments that demand straightforward and firm decision making
2. Increases the efficiency by saving costs
3. Provides reports and ease of access that are useful for decision making

The school administration is one of the elements that must be owned in educational institutions. The role of the school administration greatly influences the functions and relationships between other components within the school. The elements contained in school administration include curriculum administration, personnel finances, students, and public relations. The many elements related to school administration cause the existing data to become increasingly complex and make communication to collect data even more difficult, thus requiring a system with connectivity or the ability to collect, connect and manage data quickly. It can be done by utilising information technology in building an integrated school management information system so that data management can be done easily.

Research Problem

The main function of the school management information system is to manage information concerned with education service. The purpose of the school management information system is to achieve work effectiveness and efficiency. Data-related matters were processed in hardware and software so that information processing for data security is effective. In the application of implementing a school management information system at Labschool Unesa 3 Junior High School in the form of a Smart School, which aims to be able to provide convenience in presenting information on school activities, bill payments, and financial transactions, and provide two-way communication services between the school and parents.

Research Focus

The focus of this research is to evaluate the influence that the application of school management information systems and social competence has on the satisfaction of parents of students at Labschool Unesa 3 Junior High School in Surabaya city. Quality education can meet the needs and expectations of customers with the provided services.

The management information system is implemented to make it easier for school principals making decisions. Rusdiana's (2018, p. 54) opinion explains the management information system approach applied to decision-making. Therefore, the management information system plays an important role in administrative management within the scope of the school.

One of the competencies that teachers must possess is social competence. It is stated in the government regulation no 19 of 2005 concerning Education Standards that teacher competence consists of pedagogical competence, personal competence, professional competence, and social competence. Teacher social competence is related to the teacher's ability to effectively and interestingly communicate and interact with students, fellow educators and education staff, parents or guardians of students, and other layers of society. Characteristics of teacher social competence include communicating politely, getting along effectively, having knowledge of human relations, mastering social psychology, and having appropriate skills.

The social competence as educational communication provides methods connecting people, understanding the teaching systems, teaching interaction and social interaction (Dhiu, 2017; Jogeza et al., 2021; Liu, 2020). The mastery of social competency factors positively contributes to the intensified application of leadership trilogy concepts in learning and teaching processes, meaning that the higher the mastery of social competence, the higher the intensified application of leadership trilogy concepts in learning and teaching processes (Pardimin et al., 2019). Professional teacher is supported by teacher social competence and work motivation. Both of these aspects are assumed to be able to improve teacher performance in managing classes (Lapita & Connie, 2020). Using this application, teachers and students have their own privilege to explore and develop advance learning. Their appliers on internet have facilities such as speech access, time optimisation, simplicity, efficiency and other supportable facilities (Asrial et al., 2020; Zhang et al., 2020).

The role of lecturers in the online learning process is demanded to be more active and creative in managing learning (Siahaan et al., 2021). The social competences are: Oral, writing and code competence, Using communication technology and information, Social relationship with people inside and outside educational environment, Building relationship effectively and efficiently. These social competences become social competence to achieve teaching target (Thompson et al., 2020). Meanwhile, the study has been conducted by Na'imah et al. (2020) showed that kindergarten teachers need to have social competence because teaching and educating work is always related to interactions with students and fellow teachers. The sense of humour makes teachers more relaxed and comfortable in doing their professional assignments. As it is explained through the Republic of Indonesia Standard National of Education Chapter 28 Verse 3 point D, social competence is teacher competence also known as society communication competences. These competences are used to construct effective communication to students, teachers, parents and other people both inside and outside the environment of education system (Gishti, 2018; Maulida et al., 2020; Tentama & Riskiyana, 2020).

A previous research from Abdullah (2020) explained that management information systems influence parental satisfaction. It is also supported by research submitted by Darwis and Mahmud

(2017), which states that academic information systems can increase school credibility with certain criteria tailored to the needs and goals of the school.

Increasing the social competence of teachers also contributes to the ability to create parental satisfaction. However, this previous study needed more discussion explaining the effect of the school management information system and the second teacher's social competence directly related to parental satisfaction. In addition, differences in location, the management information system model used, and the characteristics of the research subjects are the differences in this study from the previous ones.

There is a need for a research that discusses the influence of school management information systems and the social competence of teachers on parental satisfaction. Of course, this research is a reference for schools to develop management information systems so that school management becomes effective and efficient.

Research Methodology

General Background

This quantitative research has specific research methods that are systematically planned and structured from the beginning to the end. This quantitative research aims to obtain an explanation of the theory and laws of reality developed from mathematical models and hypotheses. This study also used a survey method with a correlational approach. The survey method was used with the consideration that the research was carried out to obtain data from each research problem from a natural place using questionnaires, tests, and structured interviews, based on the views of data sources.

Sample / Participants / Group

The participants of this research were the parents of students of Labschool Unesa 3 Junior High School amounting to 202 people, using the sampling method as a random sampling technique. Determine the number of sampling distribution in participants using Slovin's hypothesis and the following formula:

$$n = \frac{N}{N.d^2 + 1}$$

$$\begin{aligned} n &= \frac{202}{202 (0,05)^2 + 1} = \frac{202}{202 (0,0025) + 1} = \frac{202}{1,5} \\ &= 133,3 \\ &= 133 \text{ people} \end{aligned}$$

Instrument and Procedures

The main instrument used in this study was a questionnaire, while other supporting instruments were interviews and observations. The questionnaire was used to collect data about parents' opinions concerning the application of the school management information system. This questionnaire was prepared using a Likert scale which produces interval data. In addition to questionnaire data, researchers also used interview instruments to collect more in-depth data, while documentation instruments were used to collect reinforcing data in this study.

Data Analysis

The used data analysis technique is the descriptive analysis and the inferential analysis. The descriptive analysis is only concerned with providing information about data and circumstances. The parameters of the descriptive analysis are the mean, median, mode, standard deviation, and frequency. The Inferential analysis is an analysis that aims to produce a finding that can be generalised to the population area. In conclusion, there is a chance of truth and error, called the significance level. A requirement analysis test was also carried out with steps including the linearity test of the regression equation, the estimated error normality test, the homogeneity of variance test, and the research hypothesis test.

Table 1

Table of Analysis of Instrument Items Based on Research Data Parent's Satisfaction Variable

No	Statement	Respondent's Answer (%)					Result Analysis
		SA	A	N	DA	TDA	
1.	I'm satisfied with the friendliness of the staff Administration	22	65	11	2	1	The research results show that most (86%) parents are satisfied with administrative services and the rest (14%) dissatisfied.
2.	I am satisfied with the study room facilities that are owned school	26	60	10	2	2	Based on the results of the item analysis above, it shows that the majority (86%) of parents are satisfied with the study room facilities owned by the school and the rest (14%) are dissatisfied.
3.	I feel ignored by the teacher when needing service	2	7	15	44	33	Based on the results of the item analysis above, it shows that most (92%) parents feel cared by teachers when they need service and the rest (8%) feel ignored.
4.	I am satisfied with the friendliness of the teacher	40	53	6	1	0	Based on the results of the item analysis above, it is visible that most (93%) parents are satisfied with the friendliness of the teacher and the rest (7%) are dissatisfied.

5.	I am satisfied with the timeliness of the service	22	63	8	3	4	Based on the results of the item analysis above, it is visible that the majority (85%) of parents are satisfied with the timeliness of the service and the rest (15%) are dissatisfied.
6.	I am satisfied with the teacher's appearance	45	50	5	0	1	Based on the results of the item analysis above, it is visible that the majority (95%) of parents are satisfied with the appearance of the teacher and the rest (5%) were dissatisfied.
7.	I am satisfied with the means School communication	27	52	17	3	1	Based on the results of the item analysis above, it is visible that the majority (79%) of parents are satisfied with the means of communication owned by the school and the rest (21%) are not.
8.	I'm satisfied with the fulfilment of the promised service	20	51	20	5	3	Based on the results The analysis of the items above shows that the majority (71%) of parents are satisfied with the fulfilment of the services promised by the school and the rest (29%) are dissatisfied.
9.	Slow teacher in providing feedback	1	1	10	29	60	Based on the results of the item analysis above, it shows that the majority (98%) of teachers are quick in responding and the rest (2%) of teachers are slow in responding.
10.	I am satisfied with the teacher's ability teach	27	63	9	1	0	Based on the results of the item analysis above, it is visible that the majority (90%) of parents are satisfied with the teacher's ability in teaching and the rest (10%) are dissatisfied.
11.	I'm satisfied with the attention given by the teacher	35	58	8	0	0	Based on the results analysis of the items above it is visible that most (92%) parents are satisfied with the attention given by teachers to their children and the rest (8%) are not satisfied.
12.	I am satisfied with courtesy of school staff	33	59	8	1	0	Based on the results of the item analysis above, it is visible that most (92%) parents are satisfied with the

							courtesy of school staff and the rest (8%) are dissatisfied.
13.	I'm satisfied with the regulatory policies taken by the principal of the school	20	55	23	2	1	Based on the results the analysis of the items above shows that most (75%) parents are satisfied with the regulatory policies adopted by the school principal and the rest (25%) are dissatisfied.
14.	I am satisfied with the ease of service given school	22	54	21	2	1	Based on the results of the item analysis above, it is visible that most (76%) parents are satisfied with the ease of service provided by the school and the rest (24%) are not satisfied.
15.	I am satisfied with the service owned communication school	23	54	20	2	1	Based on the results of the item analysis above, it is visible that most (77%) parents are satisfied with the communication services provided by the school and the rest (23%) are not satisfied.
16.	I am satisfied with the attitude teacher's respect for students	32	59	9	0	0	Based on the results of the item analysis above, it is visible that most (91%) parents are satisfied with the teacher's respectful attitude toward students and the rest (9%) are dissatisfied.
17.	Promises given school can be realised	17	58	19	5	2	Based on the results of the item analysis above, it is visible that most (75%) think the promises made by the school can be realized properly and the rest (25%) not realised.
18.	The school facilities have not met my expectations	0	3	22	50	25	Based on the results of the item analysis above, it is visible that most (98%) of the facilities owned by schools are as expected and the rest (2%) are not as expected.
19.	Service the learning that my child receives is in line with expectations	32	56	11	2	0	Based on the results of the item analysis above, it is visible that most (88%) of the learning services received by students are in accordance with expectations and the rest (12%) are not as expected.

20.	The administrative services that I received were as expected	20	62	14	2	1	Based on the results of the item analysis above, it is visible that most (83%) of the administrative services received by parents are as expected and the rest (17%) are not as expected.
21.	Information provided school as expected	24	59	14	3	1	Based on the results of the item analysis above, the majority (83%) of parents were provided by the school information and it was in line with their expectations and the remainder (17%) did not meet the expectations.
22.	I still go to school That my son graduated	54	44	2	0	0	Based on the results of the item analysis above, it is visible that the majority (98%) of parents still send their children to the graduated schools (2%)
23.	I recommend this school to others	34	50	15	2	0	Based on the results of the item analysis above, it is visible that the majority (83%) of parents would recommend this school to others and the rest (17%) would not recommend.
24.	I assure others about superiority program at my son's school.	29	50	18	3	0	Based on the results of the item analysis above, it is visible that most (79%) parents will convince others about the superiority of the school program and the rest (21%) will not convince others.
25.	I tell to others about the advantages of my child's school	32	51	15	2	0	Based on the results of the item analysis above, it is visible that the majority (83%) of parents tell others about the advantages of the school and the rest (17%) do not tell.
26.	I often complains to the school	2	4	14	41	39	Based on the results of the item analysis above, it is visible that most (95%) parents rarely complain to school and the rest (5%) often complain.
27.	I give negative feedback on school	2	4	11	35	50	Based on the results of the item analysis above, it is visible that the majority (95%) of parents provide positive feedback on school quality

							services, and the rest (5%) gave negative feedback.
28.	Suggestions what I gave was ignored	2	6	18	37	37	Based on the results of the item analysis above, it is visible that the majority (92%) of parents' suggestions were responded well and the rest (8%) were ignored.
29.	Relative school funding affordable	26	43	26	4	2	Based on the results of the item analysis above, it is visible that most (68%) according to parents, school financing is relatively affordable and the rest (32%) are not affordable.
30.	School funding in accordance with quality which are given	26	51	17	5	2	Based on the results of the item analysis above, it is visible that the majority (77%) according to school financing people are in accordance with the quality provided and the rest (23%) are not appropriate.

Information :

SA : Strongly Agree A : Agree

N : Neutral

DA : Don't Agree

TDA : Totally Disagree

Table 2

Analysis of Instrument Items Based on Research Data Educational Management Information System Variables

No	Statement	Respondent's Answer (%)					Result Analysis
		SA	A	N	DA	TDA	
1.	The Smart School application system is accurate in providing information	20	56	20	5	0	The results of the item analysis above show that most (76%) that the Smart School application system is accurate in providing information and the rest (24%) are inaccurate.
2.	I found no problems in the use of the current Smart School application	14	47	29	6	3	The results of the item analysis above show that the majority (62%) of parents found no problems when using the Smart School application and the rest (38%) found problems.

3.	Application Performance Smart School is slow	2	14	31	40	13	The results of the item analysis above show the most (83%) of the Smart School application performance is fast and the rest (17%) is slow.
4.	I can recognise the menu display in the Smart School application properly.	16	60	19	4	1	The results of the item analysis above show the most (76%) parents easily recognise the display menu in the Smart School application and the rest (23%) find it difficult to recognise.
5.	The Smart School application is responsive when used	17	53	23	6	1	The results of the item analysis above show the most (71%) of the Smart School applications are responsive when used and the rest (29%) are not responsive.
6.	I understand the features in the Smart School application	15	59	25	2	0	The results of the item analysis above show that the majority (74%) of parents understand the features that is in the Smart School application and the rest (29%) don't understand.
7.	The Smart School application makes it easy school payment transactions	20	54	18	6	1	The results of the item analysis above show the majority (74%) of the Smart School applications facilitate school payment transactions and the rest (26%) do not.
8.	I find it difficult to use the Smart School application	2	11	26	39	21	The results of the item analysis above show the most (86%) parents find it easy or easy to use the Smart School application and the rest (14%) have difficulty.
9.	The Smart School application makes it easy for me to view information about my child	19	48	24	8	1	The results of the item analysis above show the most (67%) of the Smart School applications make it easy for parents to view information and the rest (33%) do not make it easy for parents to view information.
10.	I can understand the display of information on the Smart School application	17	54	26	1	2	The results of the item analysis above show the most (71%) parents can understand the information display on the Smart School application and the rest (29%) do not understand.
11.	The logging in/entering the Smart School application is difficult	6	8	27	38	21	The results of the item analysis above show the most (86%) logging in/entering the Smart School application is easy and the rest (14%) is difficult.

12.	The data I receive from the Smart School App is correct	16	59	20	5	1	The results of the item analysis above show that the most (75%) of the data parents receive is from the application Smart School is right and the rest (25%) are not right.
13	I get information quickly from the app Smart School	17	45	31	5	2	The results of the item analysis above show the most (62%) parents get information quickly from the Smart School application and the rest (38%) are slow.
14	I'm having a hard time getting it information on the Smart School application	4	8	35	36	17	The results of the item analysis above show the most (88%) parents do not find it difficult to obtain information on the Smart School application and the rest (12%) find it difficult.
15.	The information provided by the Smart School application on time	15	51	29	3	2	The results of the item analysis above show the majority (66%) the information provided by the Smart School application is timely and the rest (34%) are not on time.
16.	The information obtained from the Smart School application can be trusted	21	59	20	1	0	The results of the item analysis above show the most (80%) of the information obtained from the Smart School application can be trusted and the rest (20%) cannot be trusted.
17.	The information I get from the Smart School application is objective	16	60	23	2	0	The results of the item analysis above show that the most (76%) of the information that parents get from the Smart School application is objective and the rest (24%) is not objective.
18.	I find it easy when using the Smart School application	16	53	28	3	0	The results of the item analysis above show that most (69%) parents find it easy to use the Smart School application and the rest (31%) find it difficult.
19.	I'm reluctant to use the Smart School application to obtain my child's information	4	12	25	35	25	The results of the item analysis above show that the majority (84%) of parents do not hesitate to use the Smart School application to obtain information my son and the rest (16%) feel shy.
20.	I gave negative feedback to the Application Smart School	2	11	14	36	38	The results of the item analysis above show that most (87%) parents provide positive feedback on the Smart School

							application and the rest (13%) give feedback negative.
21.	The Smart School application meets my needs	14	47	34	2	3	The results of the item analysis above show that most (61%) of the Smart School applications are in accordance with the needs of parents and the rest (39%) do not meet their needs.
22	I tell others about the advantages of the Smart School application	10	44	35	11	2	The results of the item analysis above show that the majority (53%) of parents tell about the advantages of the Smart School application to other people and the rest (47%) do not tell.
23	The Smart School application complies with current technological developments	21	59	18	2	0	The results of the item analysis above show that the majority (80%) of Smart School applications are in accordance with technological developments now and the rest (20%) is not appropriate.
24	The Smart School application is interesting to use	20	46	31	3	0	The results of the item analysis above show that most (66%) of the Smart School applications are interesting to use and the rest (34%) are not interesting.
25	Features displayed by the Smart School application boring	1	11	29	38	22	The results of the item analysis above show that most (89%) of the features displayed by the Smart School application are not boring and the rest (11%) are boring.
26.	I feel happy with existence the Smart School application	17	46	29	9	0	The results of the item analysis above show that the majority (62%) are happy with the existence of the application Smart School and the rest (38%) are unhappy.
27.	The features in the Smart School application system are inadequate	2	14	27	41	17	The results of the item analysis above show that the most (84%) features in the Smart School application are adequate and the rest (16%) are inadequate

28.	The performance of the Smart School application is in line with hope	15	44	35	5	1	The results of the item analysis above show that most (59%) of the performance of the Smart School application is in line with expectations and the rest (41%) not as expected.
29	I am satisfied with the information provided on the Smart School application	19	43	32	5	1	The results of the item analysis above show that most (62%) parents are satisfied with the information provided in the Smart School application and the rest (38%) are dissatisfied.
30	The Smart School application is useful for me	21	44	32	3	0	The results of the item analysis above show that most (65%) Smart School apps are useful to people old and the rest (35%) are not yet useful.

Information :

SA : Strongly Agree A : Agree

N : Neutral

DA : Don't Agree

TDA : Totally Disagree

Table 3

Analysis of Instrument Items Based on Research Data Teacher Social Competency Variables

No	Statement	Respondent's answer (%)					Result Analysis
		AL	OF	ST	SL	NV	
1.	Teacher communicates politely	69	30	1	0	0	Based on the results of the item analysis above, it is shown that most (99%) teachers communicate politely and the rest (1%) teachers don't polite.
2.	Teachers communicate openly	52	44	5	0	0	Based on the results of the item analysis above, it is shown that most (95%) teachers communicate openly and the rest (5%) teachers are not open.

3.	The teacher gives clear information when communicate	53	43	4	0	0	Based on the results of the item analysis above, it is shown that the majority (96%) of teachers provide clear information when communicating and the rest (4%) teachers are not clear in giving information.
4.	I feel restless when communicating with the teacher	2	7	10	29	53	Based on the results of the item analysis above, it is shown that most (92%) parents feel calm when communicating with teachers and the rest (8%) parents feel nervous.
5.	The teacher communicates accordingly conversation context	48	47	4	1	0	Based on the results of the item analysis above, it is shown that the majority (95%) of teachers communicate according to the context of the conversation and the rest (5%) out of context.
6.	The teacher understood what I was saying at the time of communication	43	53	5	0	0	Based on the results of the item analysis above, it is shown that the majority (95%) of teachers understand what I convey when communicating and the rest (5%) the teacher does not understand.
7.	Inter-communication teachers are well connected	53	40	5	2	0	Based on the results of the item analysis above, it is shown that most (93%) communication between teachers is well established and the rest (7%) communication is not well established.
8.	There is communication between the teacher and me well	54	40	4	2	0	Based on the results of the item analysis above, it is shown that most (94%) communication between teachers and parents is well established and the rest (6%) communication is not well established.
9.	Teacher surly when meet	2	5	4	23	66	Based on the results of the item analysis above, it is shown that the majority (93%) of teachers have attractive faces when they meet their parents and the rest (7%) of teachers have surly faces.
10.	Between fellow teachers speak in harsh language	2	2	2	14	80	Based on the results of the item analysis above, it is shown that the majority (95%) of fellow teachers

							speak the good language, and the rest (5%) of teachers do not use good language.
11.	The teacher watched me while talking	46	49	5	1	0	Based on the results of the item analysis above, it shows that most (95%) teacher pay attention to parents when talking and the rest (5%) teachers don't pay attention.
12.	The teacher appreciates the opinion I give	48	43	7	2	1	Based on the results of the item analysis above, it shows that most (91%) teachers appreciate the opinion I gave and the rest (9%) teachers don't appreciate it.
13.	The teacher gave me the opportunity to express my opinion	52	41	6	2	0	Based on the results of the item analysis above, it is shown that most (92%) teachers gave me the opportunity to express my opinion and the rest (8%) teachers did not give me the opportunity.
14.	The teacher can understand what I convey	33	48	17	1	2	Based on the results of the item analysis above, it is shown that most (81%) teachers can understand what I convey and the rest (19%) teachers do not understand.
15.	Teachers are opened to all circumstances happen	39	47	11	2	1	Based on the results of the item analysis above, it is shown that the majority (86%) of teachers are open to all the circumstances that occur and the rest (14%) are closed teachers.
16.	The teacher always tells the truth	47	42	10	1	0	Based on the results of the item analysis above, it is shown that most (89%) teachers tell the truth and the rest (11%) teachers lie.
17.	The teacher is willing to help me	50	44	5	1	0	Based on the results of the item analysis above, it is shown that the majority (94%) of teachers are willing to help parents and the rest (6%) teachers are not willing.
18.	The teacher gives input when a problem occurs	47	45	6	1	1	Based on the results of the item analysis above, it is shown that the majority (92%) of teachers provide input when problems occur and the rest (8%) do not provide input.

19.	Teachers are active in various activities	46	46	8	0	1	Based on the results of the item analysis above, it is shown that the majority (92%) of teachers are active in various activities and the rest (8%) teachers are not active.
20.	The teacher cares about the surroundings	43	49	6	2	0	Based on the results of the item analysis above, it is shown that most (92%) teachers care about their surroundings and the rest (8%) teachers don't care.
21.	The teacher provides a solution of existing problems	41	47	11	0	0	Based on the results of the item analysis above, it is shown that the majority (89%) of teachers provide solutions to existing problems and the rest (11%) did not provide a solution.
22.	The teacher gives motivation to my child	50	43	8	0	0	Based on the results of the item analysis above, it is shown that the majority (92%) of teachers provide motivation to students and the rest (8%) do not provide motivation.
23.	The teacher creates an atmosphere that comfortable	50	43	7	0	0	Based on the results of the item analysis above, it is shown that most (93%) teachers create a comfortable atmosphere and the rest (7%) teachers do not create a comfortable atmosphere.
24.	Teachers are discriminatory	2	6	7	22	63	The above points show that the majority (92%) of teachers are fair and the rest (8%) are discriminatory.
25.	Teachers are prejudiced against others	2	2	6	21	69	Based on the results of the item analysis above, it is shown that most (96%) teachers are prejudiced against others and the rest (4%) teachers are prejudiced.
26.	Teachers are active in providing information on the Smart School application	21	26	34	11	8	Based on the results of the item analysis above, it is shown that most teachers (53%) are passive in providing information in the Smart School application and the rest (47%) active teacher.
27.	Teachers use technology information and communication in learning	29	43	20	5	3	Based on the results of the item analysis above, it is shown that the majority (72%) of teachers use information and communication

							technology in learning and the rest (28%) teachers do not use.
28.	Information provided by the teacher through the media digital I can understand	29	42	22	3	4	Based on the results of the item analysis above, it is shown that most (95%) of the information provided by teachers through digital media can be understood by parents and the rest (5%) by parents do not understand.
29.	Communicate with teachers via smartphones confuse me	2	3	18	25	52	Based on the results of the item analysis above, it is shown that the majority (95%) communicate with teachers via smartphones make parents understand and the rest (5%) parents are confused.
30.	Teachers use smartphones in provide information	46	44	9	1	0	Based on the results of the item analysis above, it is shown that the majority (90%) of teachers make use of it smartphones in providing information and the rest (10%) do not utilise smartphones in provide information.

information.

Information :

AL : Always OF : Often

ST : Sometimes SL : Seldom

NV : Never

Research Results

Based on the results of the study, data on parental satisfaction were obtained with an average score of 122.88 and a mode of 120. The frequency distribution of parental satisfaction (Y) is presented in the following table:

Table 4

Frequency Distribution of Parental Satisfaction

Interval Class	Frequency (Fi)	Frequency	
		Percentage (%)	Percentage Cumulative (%)

78-86	2	1,5	1,5
87-95	6	4,5	6,0
96-104	4	3,0	9,0
105-113	17	12,8	21,8
114-122	42	31,6	53,4
123-131	23	17,3	70,7
132-140	21	15,8	86,5
141-149	14	10,5	97
150-158	4	3,0	100
Amount	133	100	

Based on the table above, the highest frequency score is in the fifth interval class of 31.6%, namely in the score range 114 - 122, with the number of parents with an average satisfaction frequency score of 122.88 as many as 42 people (31.6 %). In comparison, those with an above-average score were 62 (46.6%), and an average score was 29 people (21.8%). It means that the number of parents with an average and above average percentage of satisfaction scores indicates a higher position of 78.2%, which means that the parental satisfaction is relatively good/effective.

The school management information system frequency distribution data (X1) is presented in the following table:

Table 5

Frequency Distribution of School Management Information Systems (X1)

Interval Class	Frequency (Fi)	Frequency	
		Percentage (%)	Percentage Cumulative (%)
64-74	2	1.5	1,5
75-85	4	3.0	4,5
86-96	23	17.3	21,8
97-107	21	15.8	37,6
108-118	38	28.6	66,2
119-129	24	18.0	84,2
130-140	9	6.8	91
141-151	12	9.0	100
Amount	133	100	

Based on the table above, the highest frequency score is in the fifth interval class of 28.6%, namely in the score range 108 - 118, with the number of education management information systems having an average frequency score (of 112.62) of 38 people (28.6%). In comparison, those with an above-average score were 45 (33.8%), and an average score was 50 people (37.6%). It means that the number of

educational management information systems with an average and above average percentage score indicates a higher position, namely 62.4%. It means that the education management information system at Labschool Unesa 3 Junior High School is relatively effective or good.

The frequency distribution data for teacher social competence averages is 130.02 and the mode is 150. The complete display of the distribution data for teacher social competence frequency (X2) is presented in the following table:

Table 6

Frequency Distribution of Teacher Social Competence (X2)

Interval Class	Frequency (Fi)	Frequency	
		Percentage (%)	Percentage Cumulative (%)
90-97	5	3.8	3,8
98-105	3	2.3	6,1
106-113	8	6.0	12,1
114-121	24	18.0	30,1
122-129	21	15.8	45,9
130-137	28	21.1	67
138-146	25	18.8	85,8
147-154	19	14.2	100
Amount	133	100	

Hypothesis testing

The effect of school management information systems (X1) is on parental satisfaction (Y). The magnitude of the influence is indicated by the coefficient of determination R² (R square) = 0.449, which means that the education management information system influences the parental satisfaction by 44.9%, and other factors determine the remaining 55.1%.

Table 7

The Influence (Coefficient of Determination) of the School Management Information System on Parents' Satisfaction

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	,670 ^a	,449	,445	11,241
a. Predictors: (Constant), School Management Information System				
b. Dependent Variable: Parent's Satisfaction				

The effect of teacher social competence (X2) on parental satisfaction (Y) is shown by the coefficient of determination R² (R square) = 0.558, which means that the social competence influences parental satisfaction by 55.8%, and the remaining 44.2% is determined by other factors.

Table 8

The Magnitude of Influence (Coefficient of Determination) of Teacher's Social Competence on Parents' Satisfaction

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,747 ^a	,558	,554	10,074
a. Predictors: (Constant), Teacher's Social Competence				
b. Dependent Variable: Parent's Satisfaction				

The influence of school management information systems and teacher social competence is shown by the coefficient of determination R² (R square) = 0.656. It means that education management information systems and teacher social competence influence parental satisfaction by 65.6%, and other factors determine the remaining 34.4%.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	,810 ^a	,656	,650	8,920
a. Predictors: (Constant), Teacher's Social Competence, Management Information System				
b. Dependent Variable: Parent's Satisfaction				

Discussion

The Effect of School Management Information Systems on Parental Satisfaction

Based on this analysis, the school management information system influences the parental satisfaction. A good school management information system as an effective information service will significantly increase the parental satisfaction. In line with the results of this study, Yakub and Hisbanarto (2014), in their book, argue that educational information services are an effort to achieve customer satisfaction by meeting users' needs and making continuous improvements to the provided services. Management information system is a supporting tool for educational organisations capable of providing information services according to the users' needs, is easy to obtain, and has an impact on improving the quality of education. Sulisworo and Siswanto (2019) research showed that schools need to do better promotion and introduction to parents. This action is expected to be able to increase parents' understanding of the education process held by schools

The Effect of Teacher's Social Competence on Parents' Satisfaction

Based on this analysis, the teacher's social competence influences the parental satisfaction. The increase of Teacher Social Competence will increase the parental satisfaction and vice versa. According to Mulyasa (2019) it follows that the teacher's social competence is the teacher's ability to communicate and interact with students, education, and also parents as well as politely behave with the surrounding community. Furthermore, according to Stapleton (2002) in his book *Executive's Guide To Knowledge management*, the good and effective communication is a foundation for ensuring customers' satisfaction.

The Influence of School Management Information Systems and Teacher Social Competence on Parents' Satisfaction

Based on the tested hypothesis, it arises that there is a positive and significant influence between the School Management Information System and the Teacher Social Competence together with Parent Satisfaction at Labschool Unesa 3 Junior High School. It is indicated by the strength of influence or correlation coefficient of 0.810 at a 99% confidence level ($\alpha = 0.01$), while the magnitude of the influence of the R-square coefficient of determination is 0.656. It means that the School Management Information System and Teacher Social Competence both have an influence with parental satisfaction of 65.6% and the remaining 34.4% is determined by other factors. For the direction of influence or the regression obtained coefficient $\hat{Y} = 11.706 + 0.316X_1 + 0.581X_2$ that means that every unit increase in the score of the school management information system and teacher social competence will affect the increase in the parental satisfaction score of 0.897 (strong correlation).

Based on this analysis, the school management information system and the social competence of teachers both are factors that influence the parental satisfaction. An increase will follow an appropriate and good school management information system in the satisfaction of parents of students, and an increase in the social competence of teachers will follow in the satisfaction of parents of students.

Based on the discussion above, there is an influence of school management information systems and the social competence of teachers on parental satisfaction together. The school management information system influences the parental satisfaction. It means that a good school management information system as an effective information service will increase the parental satisfaction. The teacher's social competence influences the parental satisfaction. Increasing Teacher Social Competence will increase the parental satisfaction and vice versa. So that, if both aspects of the school management information system and teacher social competence are good enough, it will increase the parental satisfaction.

Conclusions and Implications

This study concludes that there is an influence of school management information systems and the social competence of teachers on parental satisfaction. The results of this study have implications for several moments in the world of education. First, a school management information system can help school institutions be more effective in the goals achievement. Second, a good teacher's ability to communicate and interact with parents will help parents better understand their child's development and create a sense of satisfaction with the services provided by the school.

Suggestions for Future Research

Taking into account the significant influence between Education Management Information Systems and Teacher Social Competence on parental satisfaction, school leaders must constantly improve their teachers' competence in various ways, such as through training, seminars, and competitions. Its vital providing motivation and things that make teachers increasing their acquaintance in understanding, communicating and interacting with parents and the community so that parental satisfaction can continue to increase. In further research, the development of application features that make it easier for teachers to develop their competencies in preparing children's learning activities can be deepened. Variables on other teacher competencies, such as professional, pedagogic, and personality competencies can also be further developed. These variables can be combined with the school management information system. Apart from that, features to make it easier for parents to supervise their children's learning could be developed. Other variables, such as the cultural differences and socioeconomic conditions of the family, may be considered to be explored in the future studies.

Finally, in addition to teachers and parents, further research could include student variables, namely measuring student satisfaction with the implementation of an education management information system. Information should be collected from students. Namely information about the features that is useful to them in the learning process. All this can provide a big amount of information for the education management information system.

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