Literature Study on the Effect of Persuasive Communication and School Services on Customer Satisfaction

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ABSTRACT: Customer satisfaction is one of the benchmarks of success in running a service. This study aims to investigate and develop the information obtained through meta-analysis on the relationship between persuasive communication and school services to customer satisfaction. The method of this study uses a literature study approach. The data analysis technique used was the content analysis technique. The analyst analyzed ten journals and thirteen books. Based on the results of this literature study, the analyst concluded that customer satisfaction is highly valued if a service uses persuasive communication and provides excellent service to customers or users of products or services.

KEYWORDS: Persuasive Communication, School Services, Customer Satisfaction

I. INTRODUCTION

According to Trilling and Fadel (2009: 45-73), there are knowledge skills that need to be referred to in the 21st century, namely 1) life and career skills, 2) learning and innovation skills, and 3) information media and technology skills. Life and career skills include flexibility and adaptability, initiative in self-management, social and cultural interaction, productivity and accountability, and leadership and responsibility. Learning and innovation skills include skills commonly known as the 4Cs (Critical thinking, communication, collaboration, and creativity). Not only that, problem-solving and innovation are also included in learning and innovation skills. Meanwhile, information media and technology skills include information, media, and ICT literacy. The successful realization of these knowledge skills means that students also experience learning success. Therefore, learning success can be influenced by several factors.

Factors that influence learning success can be both internal and external. Internal factors consist of biological and psychological factors. Biological factors are factors related to a person's physical condition, while psychological factors are factors related to a person's mental state. Meanwhile, external factors consist of family environment, school environment, community environment, and time. The family environment is the first and foremost factor. The family environment will impact the success of a child's learning if there is a harmonious relationship between families, adequate learning equipment, sufficient economic conditions, a friendly environment, and attention from parents in supporting their children's learning process. The success of the learning process by students is also supported by the existence of rules and discipline that are consistently enforced at school. The community environment that can support students can impact learning success. For example, non-formal educational institutions such as courses or private lessons. Meanwhile, time is also a factor in learning success because students will not experience learning boredom if there is a balanced division of time between learning and recreation or fun activity (Hakim, 2000: 11-21).

Based on observations from September 1-12, 2023, and interviews with parents and students on September 22, 2023, at SDK 6 PENABUR, the analyst found information that parents tend to worry about their children who take lessons at school. Parents always wonder whether their children can follow the lessons well, whether the tests can run smoothly, whether their children have to take remedial tests, whether their children cry when they cannot do formative or summative assessments, and so on. Not only parents but students also feel the same concerns. They feel afraid of being unable and not confident when participating in a series of teaching and learning activities at school. In addition, when working on formative and summative assessments. They fear scoring less than the learning objective achievement criteria and their parents scolding them when they go home. This is one of the things that can cause learners to feel depressed while attending school. Some learners think that school is not a comfortable and fun place because they think they have to do a lot of questions and assignments. This is even though teachers do not conduct tests every day. Some learners said they immediately took private lessons after school, and some even studied again when they got home.   Not only that, some students still need to be fluent in the use of Indonesian or English. Although SDK 6 PENABUR is a school that has a bilingual program.

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Based on the information obtained through observations and interviews, concerns from parents and students occur in the environment and during the learning process at school. The school is one of the external factors that can impact students' learning success. This problem relates to the school's ability to explain the programs or activities carried out to parents. Parents will be clear and confident about their child's condition if the school can explain each program or learner activity well. The explanation from the school to parents is an inviting or persuasive communication. Communication is needed to build cooperation between schools and parents to assist in students' learning process. The school is one of the external factors that can impact the success of students' learning. The school's ability to explain the programs or activities carried out to parents is one of the keys to the success of students' learning. If the school can explain each program or activity of students well and clearly, parents will be clear and confident about their child's condition. Communication is needed to build cooperation between schools and parents to assist in the student's learning process. Therefore, schools need to create communication that is inviting or persuasive. According to Erwin P. Bettinghaus (1973, in Prasetyo & Febriani, 2020: 230), persuasive communication aims to change a listener's concept of ideas or ideas and behavior to influence his behavior and vision. The elements of persuasive communication are the message's communicator or source, the message conveyed, the audience or communicant, the media used by the communicator to convey the message, and the responses or responses (Prasetyo & Febriani, 2020: 230). Schools need to provide excellent service in handling parents' and students' concerns. According to the Big Indonesian Dictionary (Kamus Besar Bahasa Indonesia), serving means helping to prepare what someone needs. Meanwhile, service means activities offered to individuals or consumers. School services to parents and students are essential, for example, in facilitating students' learning success.

One reference to service quality is servqual capital, divided into core service, facilitating service, and supporting service. Core service, meaning the service offered to customers in the form of products. Facilitating service, meaning the provision of service facilities to customers. Meanwhile, supporting service is an additional service that seeks to increase the value of services and as a differentiator from services from other agencies. Service is said to be good or best if the service is by applicable service standards and the agency can provide services that satisfy customers (Nadeak, 2022: 69-70). External customers in the field of education in schools are parents and students. Therefore, schools are said to be good or the best if parents and students are satisfied with the actions or fulfillment of needs provided by the school. Customer satisfaction is the level of consumer feelings after comparing what is received and expectations. Customers satisfied with the product or service provided tend to buy or use it again. Service quality (service) is the focus. Therefore, the education provided to school students must be the best (Umar, 2005: 65, in Indrasari, 2019: 82). Based on the background that has been stated, the purpose of writing a literature study in this article is to see the extent to which persuasive communication and school services affect customer satisfaction, especially among parents and students.

II. METHOD

This study uses the literature study method. According to Syaibani (2012), a literature study is all the efforts made by the author in collecting information relevant to the topic or problem that will or is being researched. Information can be obtained from scientific papers, research reports, scientific essays, theses and theses, rules, regulations, yearbooks, encyclopedias, other source documents, and printed and electronic sources. The data sources of this study were obtained from literature in ten journals and thirteen books. This study aims to describe and examine the effect of persuasive communication and school services on customer satisfaction.

The main characteristics of library studies, according to Zed (2008: 5), include:

1. Researchers deal with something other than direct knowledge from the field or eyewitnesses but instead with text or numerical data.
2. Researchers do not go anywhere, so the Library data is said to be 'ready to use.' Therefore, researchers only deal with source materials available in the library.
3. Researchers obtain this material from second-hand or non-original data that occurs in the field, called secondary data.
4. The condition of library data is not limited by time and space.

This study uses meta-analysis to obtain data. Meta-analysis is the activity of analyzing secondary data from several relevant research results. This meta-analysis summarizes, reviews, and analyzes previous research data (Mulyatiningsih, 2015: 196). The data analysis technique used in this study is the content analysis method. This method is an activity of analyzing data followed by interpretation and inference activities. The results of this analysis aim to strengthen the ideas or arguments that have been built (Saputra, Chalid & Budianto, 2023: 233).

III. RESULT AND DISCUSSION

A. Journal Analysis Results

No	Title, Author, & Year	Object of The Research	Research Result
1	A Study on Satisfaction and Influencing Factors of Educational Practice	Students who major in early childhood education are in vocational colleges in China.	The result of this study is that the satisfaction of students majoring in early childhood education in vocational colleges with educational practice is above average. In

			addition, the factors affecting students' satisfaction are the tutor at the practice site, the practice site, the content of educational practice, the management of educational practice, and the school time of educational practice. Meanwhile, several factors were found to build a model of factors affecting educational practice satisfaction: university management factors, rational factors, support factors from the education base, and students' own factors.
of Preschool Education Majors in Higher Vocational Colleges Xiong, Kou, Zhang & Kong 2022			
2	The Impact of Communication on the Effectiveness of Educational Organizations Brinia, Selimi, Dimos & Kondea 2022	Teachers aged 25-64	The results showed that effective communication among teachers or staff in educational organizations positively impacts teacher satisfaction and the operational effectiveness of educational organizations. In addition, the study also found that factors such as message clarity, trust, and social support significantly influence teacher satisfaction and the effectiveness of educational organizations. The statistical analysis of the data was processed using SPSS statistical software. In contrast, for the implementation of parametric statistical tests, the independent-samples T-test, one-way ANOVA, Kruskal-Wallis, and Mann-Whitney parametric statistical criteria.
3	Pengaruh Kualitas Layanan Pendidikan, Budaya Sekolah, Citra Sekolah Terhadap Kepuasan Orang Tua Triwijayanti, Santono, & Paseleng 2022	Parents of Satya Wacana Christian Junior High School	There is a positive influence of service quality education, school culture, and school image on parental satisfaction. It shows the effect is 60.7%, and 40.3% is influenced by other factors such as the level of school safety, teacher quality, learning process, and student output in learning at school.
4	Managing Parent Satisfaction of Public Elementary Schools on the Effect of Expectation and Perceived Value Desianti, Nurlaila, & Tukiran 2021	Parents at SDN Depok Baru 2, Depok City, Indonesia	This research shows a relationship between parents' expectations of customer perceived value and parents' satisfaction with the school. Based on the research conducted, the path coefficient from customer expectations to customer perceived value is 0.626. The path coefficient from customer expectations to customer satisfaction is -0.066. The path coefficient of customer perceived value to customer satisfaction is 0.877. Then, the path coefficient from customer expectations to customer satisfaction through customer value is 0.549. This shows that changes in customer perceived value successfully correct customer expectations and satisfaction.
5	Pengaruh Komunikasi Persuasif Guru terhadap Motivasi Belajar Siswa Saat Pandemi COVID-19 Christy dan Oktavianti 2021	Students of Methodist Junior High School Banda Aceh	The researcher found that teachers' persuasive communication influenced students' learning motivation during online learning. The effect is 67.6%, while the remaining 32.4% is influenced by other variables not examined in this study.
6	Pengaruh Komunikasi Persuasif Guru Terhadap Kesadaran Belajar Siswa di SMP Negeri 4 Desa Pantai Cermin Kecamatan Tanjung Pura Singarimbun 2020	Students of SMP Negeri 4 Desa Pantai Cermin Kec.Tanjung Pura Kab. Langkat	Based on the results of the analysis, the results of r = 0.557, which means the correlation coefficient is between -1 to 1, which means that there is a linear and positive relationship and also means that the greater the value of variable X, the greater the value of variable Y and vice versa. This means that the better the persuasive communication carried out by the teacher towards his students, the better the students' awareness of learning. And in determining the magnitude of the relationship is determined by the coefficient of determination, namely r^2 = 0.557 or 55.70%, and from the prediction test, the t value is 4.445, and the probability is 0.000, which means the t value > table value 0.05. These results also show the same symptoms, that the better the teacher's persuasive communication with students, the better the students' awareness of learning.

7	Students' Satisfaction On Academic Services In Higher Education Using Importance-Performance Analysis Suroto, Nindiani, & Purba 2017	Students of accounting study programs at universities in the Jakarta area	This study uses five quality dimensions, tangible, reliability, responsiveness, assurance, and empathy, in making questionnaires. This study processes data using Excel, SPSS 20, and the Customer Satisfaction Index (CSI) to determine customer satisfaction and Importance-Performance Analysis (IPA) to determine service attributes that must be improved and maintained. The data processing results show that the CSI is 71%, which means that most customers are satisfied with the performance of the accounting study program's service quality. Meanwhile, based on the IPA results show that there are two attributes of priorities that require improvement. The two attributes are in quadrant 1: the availability of space to support student activities and the availability of books and teaching materials related to the syllabus.
8	Strategi Komunikasi Persuasif dalam Meningkatkan Motivasi Belajar Siswa Zain 2017	Parents and students of SMK PGRI 1 Pasuruan	Personal communication carried out by teachers to students and guardians of students and parents of students has a significant role in increasing student learning motivation. The personal communication approach to students and parents needs seriousness and perseverance from the teacher because it takes more energy, time, and cost to establish personal communication.
9	A Statistical Analysis of Education Service Quality Dimensions on Business School Students' Satisfaction Seng & Ling 2013	Students are studying in higher education institutions in Malaysia.	The results showed that teachers, academic teaching, learning resources, and engagement with students can positively influence overall student satisfaction. These areas have a positive and statistically significant influence on student satisfaction. If these areas are of good quality, students will be satisfied with their educational experience. Based on this study, information for planning and implementing strategies to improve areas that require further improvement can be considered by practitioners. In addition, the quality of educational services can determine the sustainability of an institution and be competitive both nationally and internationally.
10	Pengaruh Manajemen Peningkatan Mutu Sekolah, Perbaikan Mutu Sekolah Berkelanjutan, Budaya Sekolah, Pendidikan Sekolah Dasar yang Islami, Terhadap kepuasan Pelanggan (Orang Tua Siswa SDI Al-Azhar 14 Semarang Hadikusumo 2012	Parents of SDI Al-Azhar 14 Semarang students	School management quality improvement, continuous school quality improvement, school culture, and Islamic elementary school education affect customer satisfaction, partially or jointly, as shown through a structured questionnaire scale and data analyzed by simple regression using the SPSS program. The findings are as follows: school quality management (X1) affects customer satisfaction (Y) by 68.5%, continuous improvement of school quality (X2) affects customer satisfaction (Y) by 72.0%, school culture (X3) affects customer satisfaction (Y) by 70.2%, and Islamic primary school education (X4) affects customer satisfaction (Y) by 72.3%. Meanwhile, the quality of school management (X1), continuous improvement of school quality (X2), school culture (X3), and an Islamic primary school education (X4) influenced SD (Y) jointly by 83.3%. The implication is the school admission policy in preparing students and improving school quality and services to stakeholders, namely the school committee (jam'iyyah), so that parents feel satisfied, happy, and comfortable sending their children to SDI Al-Azhar 14 Semarang.

B. Discussion

Based on the analysis of previous research, there is a relationship between customer satisfaction, persuasive communication, and school services. According to Oliver (2010: 6), satisfaction is a pleasant fulfillment, meaning consumers understand that some of their needs, wants, and goals have been met. Kotler and Keller (2006) say customer satisfaction is a feeling of happiness or disappointment from someone based on a comparison between product performance and expectations. Satisfaction can be defined as how the customer feels about the result. Customer satisfaction can be felt if the object gets its supporting factors. Customer satisfaction can be caused by excellent service; for example, students majoring in early childhood education at vocational colleges

in China will feel satisfied after getting the services of the practice site, tutors at the practice site, educational practice content, educational practice management, and educational practice school time. This is explained in research conducted by Xiong, Kou, Zhang & Kong in 2022. In addition, there is a positive influence of 60.7% from service quality education, school culture, and school image on parental satisfaction in research conducted by Triwijayanti, Santono, and Paseleng in 2022. Furthermore, Desianti, Nurlaila, & Tukiran (2021) obtained research results that show the relationship between parents' expectations of customer perceived value and parents' satisfaction with schools. According to Suroto, Nindiani, and Purba (2017), the Customer Satisfaction Index (CSI) is used to measure customer satisfaction. Based on the research, there is data showing that the CSI is 71%, which means that most customers are satisfied with the performance of the accounting study program's service quality. This was also explained by Seng & Ling in 2013 through research conducted; it was found that teachers, academic teaching, learning resources, and student engagement can positively affect student satisfaction. In addition, improving school management quality, continuous improvement of school quality, school culture, and Islamic elementary school education can affect customer satisfaction for parents of SDI Al-Azhar 14 Semarang students. Hadikusumo explained the results of this study in 2012. Cronin and Taylor (1992: 56) explain that there is a relationship between satisfaction and quality. Therefore, schools need to know whether students are satisfied with the learning environment at school, and schools should also strive to provide better quality services to increase student satisfaction. From some of these studies, information is obtained that the meaning of satisfaction is a feeling that can pleasure fulfilling the needs sought. Customer satisfaction can be known when someone has received treatment or action from a particular agency. If the customer feels that the product or performance provided has exceeded expectations, the customer will feel happy. Meanwhile, if the customer feels that the products and services provided do not meet expectations, the customer will look for another agency. Therefore, education quality performance can be measured by customer satisfaction (Nurkolis, 2003: 69-70). School service is carried out by interacting with service providers and customers. The six factors in excellent service are ability, attitude, appearance, attention, action, and accountability (Nadeak, 2022: 71). Customers are divided into internal and external customers. Internal customers are principals, teachers, and other educational staff. Primary external customers are learners. Secondary external customers are parents and government leaders. Tertiary external customers are the job market, government, and the wider community (Nurkolis, 2003: 70-71).

In addition to providing excellent school services and improving quality, customer satisfaction can also be caused by communication factors. According to Haber (1987, in Supartini, 2002: 75), communication is the process when information is conveyed to others through symbols, signs, or behavior. According to Campbell and Glaser (1995, in Supartini, 2002: 75), communication can be verbal, nonverbal, and abstract. Verbal communication is done by showing vocal expressions like laughing, whimpering, shouting, or crying. Verbal communication is done by showing vocal expressions like laughing, whimpering, screaming, or crying. Non-verbal communication shows body language, such as gestures, movements, swaying, facial expressions, posture, and reactions to something. Meanwhile, abstract communication is communication carried out with forms of play, photography, symbols, and how to choose clothes (Muhith and Siyoto, 2018: 318). In establishing communication, make sure that communication is done as much as possible because good communication will avoid misunderstandings, offended feelings, and hostility (Zahroh, 2014: 45). According to Bettinghaus (1973, in Prasetyo & Febriani, 2020: 230), persuasive communication is communication that aims to change the concept of ideas or ideas and behavior of a listener to influence his behavior and vision. Communication that is inviting can make listeners do something as expected. According to Effendy (2019), communicators must understand and master the following before giving a message: (1) the complete communicant's frame of reference, (b) the communicant's complete physical and mental condition, (c) the environmental atmosphere at the time of communication; and (d) direct communication responses. Persuasion is a challenging thing. Therefore, communicators must pay attention and understand persuasive principles before using persuasive communication techniques. The research proves a connection between persuasive or effective communication in producing satisfaction and even the morning motivation of listeners. This is explained in research conducted by Brinia, Selimi, Dimos & Kondea in 2022. Effective communication among teachers or staff in educational organizations positively impacts teacher satisfaction and the operational effectiveness of educational organizations. In addition, this study also found that factors such as message clarity, trust, and social support significantly influence teacher satisfaction and the effectiveness of educational organizations. Furthermore, research conducted by Christy and Oktavianti (2021) reveals that persuasive communication can increase learning motivation for students. This is felt by Methodist Junior High School Banda Aceh students, as shown by the influence of the results of data analysis of 67.6%. This is also explained through research conducted by Zain in 2017. Based on the research conducted, there is a significant role in increasing student learning motivation. Therefore, it takes the teacher's seriousness and perseverance to encourage student learning motivation. Next, persuasive communication can also increase students' learning awareness. This was expressed by Singarimbun (2020) through research conducted. This study has the result that there is a relationship and influence of 55.70%. Based on this explanation, persuasive communication is carried out to invite and influence listeners to take action as expected. The dimensions of persuasive communication are logic (logos), credibility (ethos), and emotion (pathos).

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CONCLUSIONS

Based on the explanation above, customer satisfaction can be influenced by various supporting factors, one of which is persuasive and effective communication. This is done so that the listener can happily implement and carry out the direction given. If communication is carried out effectively, the customer will feel satisfied. Communication can be done by speaking politely and politely. In addition, customer satisfaction can also be influenced by the services provided to customers/users. The services provided focus on meeting customer needs and being trusted. Customer satisfaction is the point of fulfillment from using products and services. If the customer is satisfied and expectations have exceeded the word 'enough,' then the customer can use the product or service again. Therefore, improving the quality of the products or services produced is necessary.

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