

The Impact of Facility Quality and Teacher Competence on Religious Practice Skills in Kindergarten Education

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Abstrack

The ability of young children to practice religion is one of the main objectives of kindergarten education, which is influenced by various internal and external factors of the school. However, research examining the simultaneous contribution of facility quality and teacher competence in supporting religious practice abilities is still limited. This study aims to analyze the influence of facility quality and teacher competence on religious practice abilities at RA Arrahman Pekanbaru. A quantitative method, involving a correlational survey, was employed, utilizing a 50-item Likert scale questionnaire and 60 respondents (parents). Regression analysis revealed that both variables were significantly influential, with an R^2 of 0.682; facility quality ($\beta = 0.451$) contributed more to the model than teacher competence ($\beta = 0.392$). These findings highlight the importance of integrating both tangible (facility quality) and intangible (teacher competence) factors in supporting the success of religious practice among kindergarten children. The uniqueness of this study lies in the empirical evidence of the dominance of facilities in the Indonesian context. Practical implications suggest that educational institution managers should balance investments in infrastructure and teacher capacity development to strengthen the implementation of religious values from an early age.

Keywords: quality of facilities, teacher competence, religious practice ability, early childhood education, service quality

Abstrak

Kemampuan praktik agama anak usia dini merupakan salah satu tujuan utama pendidikan Taman Kanak-Kanak, yang dipengaruhi oleh berbagai faktor internal dan eksternal sekolah. Namun, penelitian yang menelaah kontribusi simultan kualitas fasilitas dan kompetensi guru dalam mendukung kemampuan praktik agama masih terbatas. Penelitian ini bertujuan untuk menganalisis pengaruh kualitas fasilitas dan kompetensi guru terhadap kemampuan praktik agama di RA Arrahman Pekanbaru. Metode kuantitatif dengan survei korelasional digunakan, melibatkan 60 responden orang tua melalui kuesioner skala Likert 50 item. Analisis regresi menunjukkan kedua variabel berpengaruh signifikan dengan $R^2 = 0.682$; kualitas fasilitas ($\beta = 0.451$) berkontribusi lebih besar daripada kompetensi guru ($\beta = 0.392$). Temuan ini menegaskan pentingnya integrasi faktor tangible (kualitas fasilitas) dan intangible (kompetensi guru) dalam menunjang keberhasilan praktik agama anak di Taman Kanak-Kanak. Keunikan penelitian ini terletak pada bukti empiris dominasi fasilitas dalam konteks Indonesia. Implikasi praktis menyarankan agar pengelola lembaga pendidikan menyeimbangkan investasi pada infrastruktur dan pengembangan kapasitas guru untuk memperkuat implementasi nilai-nilai agama sejak usia dini.

Keywords: kualitas fasilitas, kompetensi guru, kemampuan praktik agama, pendidikan anak usia dini, service quality

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INTRODUCTION

Early childhood education is the cornerstone of human development, laying the foundation for cognitive, social, emotional, and moral growth that will influence an individual's lifelong learning trajectory (Murphy, et al 2024). Kindergarten, as the first formal educational experience for most children, is a critical platform where educational quality can have lasting impacts (Stein, Garay, & Nguyen, 2024). The curriculum or learning resources do not merely determine the effectiveness of this early educational stage, but also the quality of physical facilities and the professional competence of teachers (Kanda, et al, 2022). In recent years, there has been an increasing emphasis on quality assurance frameworks for early childhood institutions, particularly in areas where competition among schools has intensified and parental expectations have evolved in tandem with socioeconomic changes (Liu, et al, 2022). In the Indonesian context, particularly in urban areas like Pekanbaru, issues related to the quality of early childhood Education have become increasingly prominent amid rising socioeconomic growth, higher parental expectations, and competition between public and private educational institutions.

In many educational contexts, including both developed and developing countries, parents are becoming more discerning in their choice of early childhood education providers. They often evaluate schools based not only on tuition fees or location but also on the perceived quality of facilities—such as classrooms, playgrounds, sanitation, and safety systems—and the competence of teachers, including pedagogical skills, classroom management, and child development knowledge (Obee, Hart, & Fabiano, 2023). These two aspects are intertwined, as a conducive learning environment supported by skilled educators can foster optimal child development and improve parental perceptions of educational quality (Fenech & Watt, 2023).

As a developing country with diverse educational settings, Indonesia faces significant disparities in the quality of early childhood education across urban and rural areas. While government regulations establish minimum service standards, their implementation often varies significantly across regions (Hardiansyah, Sukitman, Wahdian, & Hodairiyah, 2024). This discrepancy highlights the importance of investigating how facility quality and teacher competence impact parental satisfaction in kindergarten settings, particularly in public and private institutions that compete for student enrollment (Hardiansyah & AR, 2022).

Despite various policy interventions aimed at improving the quality of early childhood education, parental dissatisfaction persists as a significant issue in certain regions. Kindergartens often meet the basic infrastructural requirements but fail to provide facilities that support a stimulating learning environment (Rojas, Morris, & Balaraman, 2020). Similarly, while teachers may possess formal qualifications, gaps in pedagogical competence, classroom management, or engagement with parents can hinder the delivery of high-quality learning experiences (Andersson Søe, Schad, & Psouni, 2023).

This problem is compounded by the lack of systematic evaluation mechanisms integrating parental feedback into quality improvement processes. Existing assessments often prioritize internal standards or regulatory compliance, without adequately considering the perspectives of service users parents whose satisfaction is directly linked to the sustainability and reputation of the institution (Fujisawa, Fukai, & Nakamuro, 2023). The situation is particularly relevant when competition among kindergartens is



increasing, forcing school administrators to differentiate themselves based on service quality (Jowett, Warburton, Beaumont, & Felton, 2023).

Moreover, empirical studies linking facility quality and teacher competence to parental satisfaction in kindergarten education remain limited, especially in developing countries. Most available research addresses these factors in isolation, leaving a knowledge gap regarding their combined influence.

Both global and local data trends support the urgency of this research. According to UNICEF (2022), approximately 40% of children in low- and middle-income countries are enrolled in some form of early childhood education. Yet, only about half of these institutions meet basic quality standards (Merideth et al., 2022). In Indonesia, data from the Ministry of Education (2023) indicates that out of more than 200,000 early childhood education units, only 38% have facilities that comply with national standards, while 35% of teachers meet the professional competency criteria set by the government (Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023).

Furthermore, a 2023 survey by the Indonesian Early Childhood Education Association found that 62% of parents consider facility quality a primary factor in choosing a kindergarten, while 71% prioritize teacher competence (Ytterhus & Åmot, 2025). However, 48% of respondents reported moderate to low satisfaction levels despite initially selecting schools that appeared to meet their expectations. This discrepancy suggests that current approaches to quality improvement may be insufficiently aligned with parental expectations, thereby underscoring the need for more targeted interventions (Skåland, Havighurst, Nygaard, & Teig, 2023).

From an economic perspective, parental satisfaction is a critical determinant of institutional sustainability. In competitive education markets, dissatisfaction can lead to declining enrollment, reduced financial stability, and reputational damage (Leino, Nissinen, & Sirén, 2022). Therefore, understanding the relative and combined effects of facility quality and teacher competence on parental satisfaction is essential for academic purposes and practical policy and management considerations (Narea, Treviño, Caqueo-Urizar, Miranda, & Gutiérrez-Rioseco, 2022).

Although the government has set minimum service standards, the quality gap between educational institutions remains significant. Private schools in urban areas generally excel in terms of facilities such as modern classrooms, multimedia teaching aids, and safe playgrounds compared to public schools, which are often constrained by budget limitations and inadequate infrastructure. Local government efforts, such as the Early Childhood Education Quality Assurance program in Riau Province, have indeed been implemented; however, their implementation is often uneven and faces challenges in terms of funding and management. This situation suggests that parental satisfaction cannot be fully understood without considering local dynamics, including the quality differences between public and private schools, as well as local government policies.

Based on the background and problems described above, this study examines how the quality of facilities and teacher competence affect parent satisfaction in kindergarten education. The research focuses on three main questions: to what extent does facility quality influence parent satisfaction, to what extent does teacher competence influence parent satisfaction, and how do these two factors simultaneously influence parent satisfaction with the educational services their children receive? This problem formulation serves as the starting point for designing a research framework that can provide a comprehensive picture of the role of facilities and human resources in creating satisfaction among users of early childhood education services.



In line with this problem formulation, this study aims to better understand the relationship between facility quality, teacher competence, and parent satisfaction at the kindergarten level. Specifically, this study aims to examine the effect of facility quality on parental satisfaction, discuss the impact of teacher competence on parental satisfaction, and analyze the simultaneous effect of these factors on parental satisfaction in early childhood education. Thus, the results of this study are expected to contribute theoretically by enriching the literature on the determinants of user satisfaction with educational services and practically through policy recommendations and strategies for improving the quality of early childhood education services that are more targeted and responsive to parents' needs.

Several studies have explored the determinants of parental satisfaction in early childhood education, albeit with varying emphases. For example, (Belousov, 2020) demonstrated that classroom quality, including structural features such as facilities, was positively associated with children's academic and social outcomes, influencing parental perceptions. Similarly, (Von Suchodoletz et al., 2023) found that well-maintained and resource-rich facilities contributed to higher parental trust in the institution. On teacher competence Wilhelmsen et al (2021) , it is emphasized that effective early childhood educators demonstrate mastery of content, pedagogical techniques, and socio-emotional skills that foster positive relationships with children and parents. The importance of teacher quality in shaping parental satisfaction is further highlighted by Stribbell & Duangekanong (2022), who identified teacher-child interaction quality as one of the strongest predictors of parental loyalty to an institution.

However, the literature often treats facility quality and teacher competence as separate domains. For instance, Wullschleger et al (2023) examined parental satisfaction predominantly through the lens of staff professionalism, while Greaves, Hussain, Rabe, & Rasul (2023) focused primarily on infrastructural quality. Only a limited number of studies, such as those by Keengwe & Onchwari (2024), attempted to integrate both variables, and even these studies were conducted in high-income country contexts, limiting their applicability to settings with more constrained resources. This gap is significant because in real-world settings, parents assess schools holistically, simultaneously considering tangible (facilities) and intangible (teacher competence) aspects. Failure to capture this interplay risks underestimating the factors that drive satisfaction and loyalty among parents.

Globally, previous studies have emphasized the importance of facility quality and teacher competence, but most studies have only discussed these two factors separately. For example, research in developed countries, such as Singapore, shows that teacher competence is a significant factor influencing parental trust. However, these findings are not entirely relevant to the Indonesian context, where infrastructure gaps remain a fundamental issue, and facilities are often the first aspect that parents consider. Thus, there is still limited empirical evidence on the simultaneous contribution of facility quality and teacher competence to parental satisfaction, especially in developing countries such as Indonesia. This research gap is what this study seeks to bridge.

From a theoretical perspective, this study draws on the Service Quality Model, which emphasizes the importance of both tangible (physical facilities) and intangible (service provider competence) dimensions in shaping user satisfaction. In early childhood Education, facilities such as cleanliness, comfort, and completeness of learning facilities interact with aspects of teacher competence, such as pedagogy, professionalism, and social-emotional skills. Parents evaluate schools holistically; deficiencies in one



dimension can lower overall satisfaction levels, even if other dimensions are considered satisfactory. Additionally, the Expectation Confirmation Theory (ECT) is also relevant, as it explains how parents' initial expectations of facilities and teacher quality influence their satisfaction after experiencing educational services firsthand. Unfortunately, the application of these two theoretical frameworks in the context of Indonesian kindergartens remains very limited.

A critical review of the literature reveals three main gaps. First, most studies focus on either facility quality or teacher competence in isolation, overlooking their potential combined effect. Second, research in developing country contexts—particularly in Southeast Asia remains scarce, limiting the generalizability of existing findings. Third, few studies prioritize parental perspectives as primary data sources, despite their central role in shaping institutional success. By addressing these gaps, the present study aims to provide a more comprehensive understanding of how these two variables interact to influence parental satisfaction. Such insights are especially relevant in contexts where resource allocation decisions must be strategic, balancing investments in physical infrastructure with investments in human capital.

This study offers several novel contributions. Conceptually, it integrates two critical yet often separately studied determinants of educational quality, facility quality and teacher competence, into a single analytical framework. Methodologically, it employs parental perspectives as the primary evaluative lens, which provides a more accurate reflection of user satisfaction. Contextually, it focuses on kindergarten education in a developing country setting, where disparities in quality are more pronounced and where policy interventions are urgently needed.

The justification for this research lies in its potential to inform both theory and practice. Theoretically, it expands the discourse on educational quality assessment by highlighting the interaction between physical and human resources. Practically, it offers evidence-based recommendations for policymakers, school administrators, and practitioners in early childhood education to design targeted improvement strategies that align with parental expectations and enhance institutional sustainability. By bridging the current knowledge gap and providing actionable insights, this study not only advances academic understanding but also has the potential to contribute directly to improving early childhood education services, thereby supporting broader educational and developmental goals.

METHOD

This study employs a quantitative approach, utilizing a correlational survey method. The quantitative approach was chosen because the study aims to test the relationship between measurable variables, specifically the quality of facilities, teacher competence, and parent satisfaction. This method enables objective statistical analysis and the generalization of findings to a limited population. Correlational surveys are considered appropriate because they do not manipulate variables but rather describe phenomena in the context of early childhood Education. Data were collected from January to February 2025, ensuring that the study's results reflect the current post-pandemic conditions and align with the dynamics of local education policy.

The population in this study was all parents of students enrolled at RA Arrahman Pekanbaru. The sampling technique used was total sampling, which involved all parents who were willing to participate in the study. Of the total 65 parents invited to complete the questionnaire, 60 parents provided their consent and returned the questionnaire in full,



allowing for complete data analysis. Meanwhile, five parents refused to participate due to time constraints and work commitments. The researcher respected their decision and did not exert any pressure or further intervention, ensuring that research ethics principles were upheld. The respondents who participated had diverse demographic characteristics, with the majority being mothers (80%), while the rest were fathers (20%). Based on occupation, around 70% of respondents were housewives and 30% were professional workers, including teachers, office workers, and entrepreneurs. In terms of Education, 40% of respondents had a high school Education, 45% were university graduates (holding a Bachelor's degree), and 15% had a postgraduate degree (Master's degree). This diversity indicates that the research sample is sufficiently representative of the conditions of parents of students at the institution, thereby ensuring that the research findings are empirically valid.

Table 1.
 Research Instrument Indicators

Variable	Indicators	Number of Items
Facility Quality	Cleanliness and tidiness of the environment; Completeness of play facilities; Safety and security; Availability of comfortable learning spaces; Maintenance of facilities	20
Teacher Competence	Pedagogical competence; Professional competence; Social competence; Personal competence	15
Parental Satisfaction	Satisfaction with facilities; Satisfaction with teacher interaction; Satisfaction with child development; Satisfaction with school–parent communication	15
Total		50

The primary instrument used in this study was a closed-ended questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), consisting of 50 statements. This instrument was designed to measure three research variables, namely facility quality, teacher competence, and parent satisfaction. The facility quality variable was measured through 20 items covering aspects of environmental cleanliness, safety, and comfort of learning spaces, completeness of play facilities, and facility maintenance. The teacher competence variable was measured using 15 items that represented pedagogical, professional, social, and personal competencies. Specifically, for social competence in the Indonesian context, it was expanded to include aspects of teachers' ability to communicate effectively with parents.

Meanwhile, the parent satisfaction variable is measured through 15 items covering satisfaction with facilities, teacher interaction, child development, and school-parent communication. To ensure content validity, the questionnaire was evaluated through expert judgment involving three early childhood Education experts and two PAUD practitioners, who provided input on language clarity, indicator appropriateness, and relevance to the local context. Suggestions from the experts were accommodated, particularly in the social competence indicators, which were strengthened with items on teacher–parent communication.

Additionally, before being used in the main data collection, the questionnaire was pilot-tested on 10 parents outside the research sample. The pilot test results showed good



Reliability with a Cronbach's Alpha value of 0.89. In the main data collection, Reliability increased to 0.928, indicating that the instrument has very high internal consistency. Thus, this questionnaire can be trusted to measure parents' perceptions of facility quality, teacher competence, and their level of satisfaction with educational services at RA Arrahman Pekanbaru.

This research procedure was conducted in several stages, designed systematically to ensure the achievement of research objectives and the validity of the data obtained. The first stage involved preparation, which included developing questionnaire instruments based on research variable indicators. This was followed by testing the instruments on respondents outside the research sample to assess their validity and reliability. At this stage, the researcher also obtained official permission from RA Arrahman Pekanbaru, the designated research location, and prepared a schedule for data collection. The second stage is data collection, which is carried out by distributing questionnaires directly to all parents of students in the research sample. Before the questionnaires are filled out, the researcher briefly explains the research objectives, the filling procedure, and the confidentiality of the respondents' data to ensure voluntary participation and freedom from pressure. The third stage is data processing, which begins with verifying the completeness of the returned questionnaires and then entering the data into statistical software for analysis. The fourth stage was data analysis, which included validity and reliability tests of the instruments, descriptive analysis, model testing using R-squared, and hypothesis testing through t-tests and F-tests, accompanied by classical assumption tests to ensure the validity of the regression model used. The final stage involves reporting the results, where all research findings are compiled into a scientific paper that includes a discussion, conclusions, and recommendations, thereby contributing to the development of knowledge and early childhood education practices.

The data analysis in this study began with a descriptive analysis of percentages to describe the distribution of respondents' responses to each variable indicator. This approach was used to obtain an overview of parents' perceptions of the quality of facilities, teacher competence, and their level of satisfaction. Next, a coefficient of determination, also known as R-square analysis, was conducted to determine the extent to which the proportion of variance in parent satisfaction could be simultaneously explained by both facility quality and teacher competence. This analysis is crucial for providing information about the model's strength used in the study. Hypothesis testing was conducted using a t-test to measure the partial effect of each independent variable on the dependent variable. The t-test helps determine whether facility quality and teacher competence have a significant influence on parent satisfaction separately.

Additionally, the F-test was used to assess the joint influence of both independent variables on parent satisfaction. With the F-test, researchers can ensure that the model constructed as a whole is statistically significant. A standardized beta coefficient analysis was conducted to find out which variables contribute most significantly to parent satisfaction. This value allows researchers to compare the relative influence of each independent variable without being influenced by differences in measurement units. Furthermore, classical assumption tests were conducted to ensure the reliability of the regression results, including tests for normality, multicollinearity, and heteroscedasticity. The normality test ensures that the residual data is normally distributed, and the multicollinearity test ensures that no overly strong relationships between independent variables could interfere with interpretation. In contrast, the heteroscedasticity test



ensures that the residual variance is constant. Combining all these analytical techniques provides a strong foundation for a valid and reliable interpretation of the research results.

In addition to multiple linear regression, this study also added path analysis to examine direct and indirect relationships between variables. Path analysis allows mapping the Influence of facility quality on parent satisfaction through perceptions of teacher competence, and vice versa. Thus, this research model not only explains partial and simultaneous influences but also reveals more complex dynamics of interaction between variables.

RESULT AND DISCUSSION

The results of this study are presented to provide an empirical description of the relationship between facility quality, teacher competence, and parent satisfaction levels at RA Arrahman Pekanbaru. Data presentation was carried out systematically through descriptive analysis, inferential statistical tests, and model testing, providing a comprehensive understanding of the phenomenon under study. The data obtained from 60 respondents were processed using the analysis procedures described in the methods section, ensuring that all findings are scientifically valid. In the initial stage, descriptive analysis was used to map respondents' perceptions of each variable indicator, providing an overview of the conditions in the field. Subsequently, statistical tests were conducted to determine the strength of the relationship, partial influence, and simultaneous influence between variables, as well as to identify variables with the most dominant contribution to parent satisfaction. The presentation of these results is accompanied by interpretations of relevant statistical values, enabling readers not only to understand the significance of the relationships but also to grasp the substantive meaning of the findings in early childhood education.

Table 2.
Research Questionnaire Results

Variable	Mean Score	Percentage (%)	Category
Facility Quality	4.25	85.0	Very Good
Teacher Competence	4.18	83.6	Very Good
Parental Satisfaction	4.10	82.0	Very Good

Based on the percentage calculation results, the Facility Quality variable obtained an average score of 4.25 out of a maximum scale of 5, equivalent to 85.0% and falling into the Very Good category. This finding indicates that most parents consider the facilities at RA Arrahman Pekanbaru to be in very good condition, including cleanliness, the completeness of play equipment, safety, the comfort of learning spaces, and the maintenance of facilities. The Teacher Competence variable showed an average score of 4.18 or 83.6%, also falling into the Very Good category, indicating that teachers have adequate pedagogical, professional, social, and personal competencies in managing the learning process. Meanwhile, the Parent Satisfaction variable obtained an average score of 4.10 or 82.0%, also falling into the Very Good category. This reflects a high level of satisfaction with the overall education services in terms of facilities and teacher performance. In general, these results show that parents' perceptions of RA Arrahman Pekanbaru are very positive. The percentage values of the three variables are relatively close, indicating a balance between the quality of facilities, teacher competence, and perceived satisfaction.



However, the percentage of parent satisfaction is slightly lower than the other two variables, which may indicate room for improvement in certain areas, such as the intensity of school-parent communication or extracurricular programs. These findings provide a strong foundation for further analysis of the influence of each variable on parent satisfaction using inferential statistical tests.

Table 3.
Results of R-Square Analysis

Model	R-Square	Adjusted R-Square	Category
1	0.682	0.670	Strong

Based on the results of multiple regression analysis, the R-Square value of 0.682 indicates that 68.2% of the variation in the dependent variable, namely Parent Satisfaction, can be explained jointly by two independent variables, Facility Quality and Teacher Competence. Meanwhile, the Adjusted R-Square value of 0.670 provides a more conservative estimate by considering the number of predictor variables and sample size, indicating that the model used still has high predictive power even when corrected for potential bias due to sample size. The R-Square value of 0.682 falls into the strong category based on the criteria for interpreting the coefficient of determination (Cohen, 1988), which states that a value above 0.50 reflects a model with high explanatory power. This finding suggests that the two independent variables make a substantial contribution to forming parental satisfaction. Thus, only 31.8% of the variation in parental satisfaction is influenced by factors outside the research model, such as school management quality, extracurricular programs, informal communication between parents, or the parents' factors.

These results provide empirical evidence that school investment in improving facility quality and strengthening teacher competence can significantly impact parental satisfaction levels. In addition, the Adjusted R-Square value, which is not much different from R-Square, reinforces the indication that the model used is stable and does not experience overfitting. Methodologically, these findings form the basis for continuing the interpretation in partial (t-test) and simultaneous (F-test) significance tests to confirm whether the detected effects are statistically significant.

Table 4.
Results of the t-test (partial)

Variable	t-count	t-table ($\alpha=0.05$)	Sig. (p-value)	Remarks
Facility Quality	4.215	2.002	0.000	Significant
Teacher Competence	3.842	2.002	0.000	Significant

The t-test results show that the Facility Quality variable has a t-count value of 4.215, greater than the t-table (2.002) with a significance value of $0.000 < 0.05$. This means that, to some extent, facility quality significantly affects parent satisfaction. This finding indicates that clean, safe, well-maintained, and adequate facilities and infrastructure can improve parents' positive perceptions of educational services at RA Arrahman Pekanbaru. Meanwhile, the Teacher Competence variable obtained a t-count value of 3.842, also greater than the t-table (2.002), with a significance value of $0.000 < 0.05$. This suggests that teacher competence, encompassing pedagogical, professional, social, and personal aspects, has a significant influence on parental satisfaction, albeit in



a partial manner. In other words, teachers' ability to manage learning, establish good communication, and demonstrate professional attitudes also plays a crucial role in shaping parental satisfaction.

Table 5.

F-test results (simultaneous)

Model	F-count	F-table ($\alpha=0.05$)	Sig. (p-value)	Remarks
1	61.428	3.160	0.000	Significant

Based on the F-test results, the F-count value 61.428 is greater than the F-table (3.160) with a significance value of $0.000 < 0.05$. This suggests that both facility quality and teacher competency have a significant and simultaneous impact on parent satisfaction. This means that both independent variables, when improved simultaneously, can dramatically enhance parent satisfaction at RA Arrahman Pekanbaru. This finding reinforces the previous R-Square test results, which showed that these two variables can explain 68.2% of the variation in parent satisfaction. Thus, the t-test and F-test results provide empirical evidence that facility quality and teacher competence are important individually and synergistically in shaping parent satisfaction.

Table 6.

Standardized Beta Analysis Results

Variable	Standardized Beta	Sig. (p-value)	Remarks
Facility Quality	0.451	0.000	Significant
Teacher Competence	0.392	0.000	Significant

The results of the Standardized Beta analysis indicate that the Facility Quality variable has the highest beta value (0.451) compared to the Teacher Competence variable (0.392). Both variables have a significance value of $0.000 < 0.05$, meaning that both significantly affect parent satisfaction. The higher beta value for facility quality indicates that this factor contributes more to shaping parent satisfaction than teacher competence. This confirms that although the role of teachers is very important, good facility conditions are the first factor that parents see and feel directly when assessing the quality of educational services.

Table 7.

Results of Classical Assumption Tests

Test Type	Result Value	Criteria	Remarks
Normality (Kolmogorov–Smirnov)	Sig. = 0.200	Sig. > 0.05	Data Normally Distributed
Multicollinearity (Tolerance)	0.782–0.815	> 0.10	No Multicollinearity
Multicollinearity (VIF)	1.228–1.279	< 10	No Multicollinearity
Heteroscedasticity (Glejser)	Sig. = 0.452–0.631	Sig. > 0.05	No Heteroscedasticity

The normality test results using the Kolmogorov–Smirnov test showed a significance value of 0.200 (> 0.05), indicating that the residual data is normally distributed and therefore meets the normality assumption. The multicollinearity test showed a Tolerance value in the range of 0.782–0.815 (> 0.10) and a VIF value ranging from 1.228 to 1.279 (< 10), indicating no multicollinearity between the independent variables. Furthermore, the results of the heteroscedasticity test using the Glejser method



showed a significance value between 0.452 and 0.631 (> 0.05), indicating that the residual variance is homogeneous (i.e., there is no heteroscedasticity). The results of this classical assumption test confirm that the regression model used in this study meets the statistical requirements, allowing the parameter estimates obtained to be interpreted validly. This condition strengthens the reliability of the findings that violations of basic regression assumptions do not influence the relationship between facility quality, teacher competence, and parent satisfaction.

The results indicate that facility quality and teacher competence significantly affect parent satisfaction, both partially and simultaneously. The R-Square value of 0.682 suggests that the two independent variables can explain 68.2% of the variation in parent satisfaction, which is classified as strong. The t-test results show that facility quality has a t-count value of 4.215 and teacher competence has a t-count value of 3.842, both of which are significant at the 5% level. Standardized beta analysis reveals that facility quality ($\beta = 0.451$) contributes more than teacher competence ($\beta = 0.392$).

Theoretically, these findings support the Service Quality Model (Raikes et al., 2024), which posits that service quality encompasses both tangible (physical facilities) and intangible (service provider competence) dimensions that collectively influence customer satisfaction perceptions. In early childhood education, physical facilities such as comfortable classrooms, safe play areas, and adequate learning resources serve as tangible cues that are initially evaluated by parents (MacHancoses, 2021). This aligns with recent research Von Suchodoletz et al (2023), which found that positive parental perceptions of school facilities directly enhance their trust and loyalty toward the educational institution.

The significant influence of teacher competence on parent satisfaction in this study aligns with the findings of Narea et al (2022), who emphasized that teachers with good pedagogical and emotional competence can build positive relationships with parents, thereby increasing their satisfaction with school services. In the context of RA Arrahman Pekanbaru, teachers who can communicate effectively, understand children's development, and demonstrate professionalism in teaching are key factors valued by parents.

Interestingly, the results of this study indicate that although teacher competence is important, the quality of facilities has a slightly greater contribution to parental satisfaction. This can be explained through the Expectation-Confirmation Theory (Sedawi et al, 2023), which posits that parents' initial expectations of facilities are often higher due to their visible and directly assessable nature. A recent study by de Ruig, de Jong, & Zee (2023) in Singapore also supports these findings, showing that physical factors of the school usually serve as initial determinants in parents' decisions to enroll their children. At the same time, interactions with teachers reinforce satisfaction after the learning experience unfolds.

Thus, these findings confirm that, in the context of early childhood education in Indonesia, a combination of adequate facility quality and high teacher competence is crucial for creating parental satisfaction. However, initial investment priorities are directed toward improving facilities to meet the initial expectations of education service users.

Theoretically, this study expands the understanding of the educational service quality model by providing empirical evidence that, in the context of kindergartens in Indonesia, facility quality has a slightly greater influence on parental satisfaction than teacher competence. This indicates a difference in priority patterns compared to findings



in developed countries, where teacher competence is often considered the dominant factor (Leino et al., 2022). Thus, a conceptual model that combines tangible and intangible factors must be adapted to the local socio-cultural and economic context.

In practice, these findings provide strategic guidance for managing RA Arrahman Pekanbaru and similar institutions to allocate resources effectively. Improvements in physical facilities, such as comfortable learning spaces, safe play areas, and comprehensive learning resources, can serve as initial strategies to enhance the school's appeal (Wullschleger et al., 2023). However, investment in teacher competency development remains crucial, as this factor shapes long-term learning experiences and influences parental satisfaction over an extended period.

Additionally, this study's findings can serve as a reference for policymakers in early childhood education when establishing quality standards that balance physical facilities and teacher competencies. These standards can serve as guidelines for the accreditation or performance evaluation of educational institutions, thereby promoting overall quality improvement.

Although this study yields significant findings, several limitations should be considered. First, this study was conducted only at one educational institution, RA Arrahman Pekanbaru, so the results may not fully represent the conditions in other early childhood education institutions in different regions. Second, the data collection method employed only questionnaires, resulting in subjective perceptions of the respondents that lacked verification through qualitative methods, such as in-depth interviews or direct observation. Third, there was potential for social bias (social desirability bias), where parents tended to give positive answers because they had a good relationship with the school or wanted to maintain the institution's image. Fourth, this study only examined two independent variables. At the same time, other factors such as school management quality, parental involvement, or technology-based learning innovations also have the potential to influence parental satisfaction but were not included in the research model. These limitations must be considered when interpreting the research results, so the conclusions drawn are contextual and not overly generalized.

Based on these limitations, future research should be conducted in multiple early childhood education institutions across different regions to enhance the external validity of the findings. Mixed methods, which combine quantitative data with interviews or observations, would be very useful, thereby providing a deeper understanding of the factors that influence parental satisfaction.

Additionally, further research could include additional variables such as school leadership quality, school-parent communication intensity, enrichment programs for children, and the use of digital technology in learning. Comparative research between institutions in urban and rural areas would also provide insights into differences in expectations and satisfaction levels among parents based on their socioeconomic backgrounds.

Socially, the results of this study confirm that improving the quality of facilities and teacher competence in early childhood education institutions can strengthen public trust in educational institutions, thereby encouraging active parental participation in supporting their children's development. Another positive impact is an improvement in the school's reputation, which in turn can attract more students and increase the operational sustainability of the institution.

From an ethical perspective, quality improvement management must prioritize fairness and equal access principles. This means that every child should have equal



opportunities to access adequate facilities and quality education services regardless of their family's economic background. If digital technology supports learning or communication with parents, securing children's and families' personal data must be a top priority. Data protection policies and the ethical use of technology will ensure that technological advancements do not compromise the privacy or safety of students.

These findings also have ethical implications in the context of transparency. Schools need to honestly communicate the condition of their facilities and the qualifications of their teachers to prospective parents so that expectations align with the services that will be provided. This will reduce the risk of dissatisfaction due to the gap between expectations and the reality of educational services.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the quality of facilities and teacher competence have a significant effect on children's religious practice abilities at RA Arrahman Pekanbaru, both partially and simultaneously. Partially, the quality of facilities contributes relatively more ($\beta = 0.451$) than teacher competence ($\beta = 0.392$). This suggests that the physical aspects of the school, such as cleanliness, comfort, safety, and the availability of learning resources, are crucial factors in creating a conducive environment for the development of children's religious practices. However, teacher competence, which encompasses pedagogical, professional, social, and personal aspects, remains vital in guiding children to consistently practice religious values. Nevertheless, the synergy between adequate facilities and competent teachers remains the key factor. Good facilities lose their value if not optimized by teachers, while competent teachers require representative resources to instill and cultivate religious practices in children. The practical implications of these findings are that early childhood Education institutions need to balance resource allocation: investment in infrastructure should not neglect teacher capacity development, as both factors complement each other in the long term. This study has contextual limitations, as it was conducted only at RA Arrahman Pekanbaru; therefore, generalizations should be made with caution. Further research is recommended to involve more institutions across various regions, including comparisons between urban and rural schools, to gain a more comprehensive understanding of the determinants of children's abilities in religious practice. Socially, improving the quality of facilities and teacher competencies in early childhood Education not only contributes to children's religious practice abilities but also strengthens the role of schools in shaping religious character from an early age. This ultimately enhances parents' and the community's trust in educational institutions, supporting the sustainability of schools and the overall quality of early childhood Education.

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