

TAHAP KEPUASAN IBU BAPA TERHADAP KUALITI PERKHIDMATAN TABIKA KEMAS DI MALAYSIA

The Parent's Satisfaction Towards the Quality of Tabika Kemas Services in Malaysia

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ABSTRAK

Kajian ini bertujuan untuk mengenalpasti tahap kepuasan ibu bapa terhadap kualiti perkhidmatan pendidikan awal kanak-kanak TABIKA KEMAS di Malaysia. Kajian ini didorong oleh peningkatan persaingan dalam industri perkhidmatan pendidikan awal kanak-kanak di Tadika swasta. Kajian ini dijalankan secara kuantitatif dengan menggunakan borang soal selidik. Instrumen kajian telah dibina berdasarkan tahap persetujuan serta kepuasan ibu bapa mengikut soal selidik yang diedarkan di seluruh TABIKA KEMAS di Malaysia. Hasil kajian yang dijalankan ke atas 6,570 ibu bapa dari setiap negeri mendapati ibubapa berpuas hati dengan kualiti perkhidmatan TABIKA KEMAS dari aspek pengajaran dan keselamatan dan kebersihan, pembelajaran dan urus tadbir. Kajian tahap kepuasan ibu bapa terhadap kualiti perkhidmatan TABIKA KEMAS ini adalah satu kajian komprehensif yang melibatkan pemegang taruh yang berkait rapat dengan TABIKA KEMAS. Hasil dapatan kajian ini menjadi garis panduan dalam membina pelan strategik bagi meningkatkan kualiti TABIKA KEMAS.

Kata kunci: Prasekolah, Tabika, Tahap Kepuasan Ibu Bapa, Kualiti Perkhidmatan Tabika

ABSTRACT

This study aims to identify the level of parents' satisfaction with the quality of TABIKA KEMAS early childhood education services in Malaysia. This study is motivated by increased competition in the early childhood education service industry in private Kindergartens. This study was carried out quantitatively by using a questionnaire. The research instrument was built based on the level of agreement and satisfaction of parents according to a questionnaire distributed throughout TABIKA KEMAS in Malaysia. The results of a study conducted on 6,570 parents from each state found that parents were satisfied with the quality of TABIKA KEMAS services from the aspects of teaching and safety and hygiene, learning and governance. This study of the level of parents' satisfaction with the quality of TABIKA KEMAS services is a comprehensive study involving stakeholders who are closely related to TABIKA KEMAS. The results of this study become a line guidance in building a strategic plan to improve the quality of TABIKA KEMAS.

Keywords: *Early Education, Kindergarten, Parent's Satisfaction, Service Quality*

INTRODUCTION

The KEMAS preschool education program or *TABIKA (Taman Bimbingan Kanak-Kanak) KEMAS* has been providing preschool education program services to the community since 1970. This service is targeted at rural and suburban communities with middle and low incomes. KEMAS uses the National Preschool Standard Curriculum (KSPK) which has been introduced by the Ministry of Education Malaysia (MOE) for children aged 4 to 6 years. The KEMAS Kindergarten gives children the opportunity to get a preschool education by emphasizing the concept of mastery of 4M which is writing, reading, counting, and reasoning. Today, the rise of early childhood service providers in Malaysia has created a high level of competition towards KEMAS Kindergarten. Therefore, the quality of service becomes the main criterion for parents in choosing a provider of early childhood education services.

Based on the National Association for the Education of Young Children (NAEYC, 2018), 10 standard aspects can make a Kindergarten quality, namely in terms of relationships, curriculum, teaching, student achievement assessment, health, support, staff preparation and competence, family, community relations, physical environment, and leadership management. According to Norzalika and Suziyani (2018), a quality Kindergarten can provide excellent educational services so as to improve the quality development of students.

Meanwhile, the implementation of the Government Transformation Program (GTP 1.0) with the involvement of KEMAS as a sub NKRA of preschool, the target of opening classes of 2,500 (2010 to 2012) is aimed at increasing the enrollment rate of children from 5 to 6 years old to 87% in 2010. As a result, GTP 2.0 from 2013-2015 was an improvement in preschool by introducing a minimum standard including the expansion of Kindergarten classes to 334 with 92% enrollment of children aged 5-6 years.

The Ministry of Rural Development also launched the Rural Transformation Plan in November 2015 which placed T 10: TABIKA KEMAS as a High-Performance Kindergarten (TBT). This target holds KEMAS Kindergarten to be the parents' choice by involving the added value of the learning syllabus which focuses on three modules, namely the Islamic Education Appreciation Module, the Patriotism Cultivation Module, and the Self-Confidence Module.

As an added value to the quality of services, KEMAS also uses the National Preschool Quality Standard (SKPK) under the Early Childhood Care and Education Initiative 2017 (RMK11) through the Ministry of Education Malaysia as an assessment of the quality of the program by the kindergarten operators. There are 5 aspects evaluated in SKPK; i) Governance ii) Teacher/ Teacher Assistant, iii) Curriculum, iv) Parental interaction and v) Health/nutrition/safety. The KEMAS Kindergarten is in line with the Malaysian Education Development Plan 2013-2025 which was formulated to ensure a transformation in the field of education as well as ensuring that the community can access quality education.

PROBLEM STATEMENT

Berita Harian (2017) reported that the competition between KEMAS Kindergarten and private kindergarten in terms of quality of service is increasing every year thus affecting the level of parental satisfaction. KEMAS has also stated that there are still Kindergartens that do not have their own buildings and are forced to board the community hall or public hall (Berita Harian, 2016). In addition, the reduction in children's enrollment in TABIKA KEMAS every year also resulted in KEMAS conducting a study on the quality of Kindergarten services. Based on the 2018 KEMAS Kindergarten Enrollment Performance Summary report, the competition between private kindergartens and KEMAS Kindergartens led to a reduction in parents' trust in KEMAS Kindergarten services. Therefore, a study should be carried out to improve the quality of KEMAS Kindergarten services compared to Kindergarten in Malaysia.

OBJECTIVE

The objective of the study is to determine the level of parent's satisfaction towards the quality of services of KEMAS Kindergarten in Malaysia.

RESEARCH PROBLEMS

What is the level of satisfaction of parents towards the quality of KEMAS Kindergarten services in Malaysia?

LITERATURE REVIEW

Previous studies have shown that there are differences in the indicators used to measure the quality of preschool education services. The Rural Development Policy (2019) emphasizes the development of human capital as an important investment in the development of the country. By strengthening the education system, the country can produce quality human capital. Human capital will continue to be strengthened along with economic and physical development to achieve the mission of prosperous, resilient, and informed development. There are 4 strategies outlined to achieve that goal, namely

According to Nagro et al. (2019) classrooms are generally learning spaces in schools used by teachers and students, the classroom environment consists of daily routines, schedules, and physical layouts in addition to teacher-student relationships that play a critical role in shaping the dynamics of learning. Whereas, according to Davis (2018), classroom management should go

beyond the implementation of physical foundations by emphasizing more on relationships, individuals, teaching, power dynamics, and cultural differences

According to Noor Azman et al (2020), long teaching experience does not guarantee that teachers will be able to manage the preschool classroom environment well. Teachers have managed the preschool classroom environment according to their thinking and in a way of their own ideas according to their comfort due to a lack of skills and knowledge. In addition, the development of a preschool classroom management model is necessary as a guide and can help preschool teachers manage preschool classrooms to facilitate teaching and learning.

In the study of Noor Azman et al. (2020) also, different views were given by the respondents based on the analysis of the content of the interviews which showed that all the respondents who were interviewed gave a more general view of activities that are suitable for the level of development of children to be involved actively in the preschool classroom. The teachers who were interviewed could only state the appropriate method that can be implemented with the child's developmental level. This shows that preschool teachers still do not have good knowledge in planning and implementing teaching and learning activities in preschool classrooms.

Isabelle Walsh et al. (2021) "Perceived Positive Supervision." The more favorably employees see supervision, the less likely they are to conceal their expertise from their superiors and coworkers. The more employees feel support from their coworkers, the less likely they are to conceal information from them. Surprisingly, the more employees feel support from their organization, the more likely they are to conceal information from their supervisor and coworkers. This has management ramifications.

According to the results of Annaliza Binti Mohd Isa et al. (2021), classroom management plays a major role in LiNuSR. The proposed LiNuSR-classroom management integration model is expected to contribute to the field of study, especially the teacher management aspect. Next, a study by Malovic and Malovic (2017) in Serbia aimed to understand parents' perspectives on the quality of practices in preschools. They found that the parents' perspective on the preschool criteria that have good quality, the aspect of professionalism, and the approach of the preschool teacher's teaching methods are important aspects, followed by the teacher's personality. The characteristics of a quality preschool are also evaluated by the majority of respondents regarding the aspects of preschool design and pages. A quantitative study conducted by Hujala, Fonsen, and Elo (2012) found that there are 4 factors in the Early Childhood Education and Care (ECEC) quality assessment model and found that there are 4 factors in the ECEC quality assessment model, namely structure, intermediate factors, process factors, and impact factor.

Fiona Nott and Suziyani outline several aspects that determine the quality of preschools, namely the school environment, the quality of teachers, and the facilities and infrastructure provided in each preschool. This aspect is very important to ensure that children get a more perfect education. Furthermore, the school environment includes the number of children and teachers, the size of the class, and the experience of the teacher. Having a professional and experienced teacher can improve the quality of the classroom. In addition, it also has a positive effect on children.

Parents' satisfaction with the quality of preschool services is an important aspect to consider in early childhood education. Several studies have explored factors influencing parents'

satisfaction and their perceptions of the quality of preschool services. Hoang et al. (2022) conducted a study on factors affecting parents' satisfaction with the quality of preschool educational services. The study found that a majority of participants expressed satisfaction with the quality of preschool education and showed their willingness to pay for it. The most influential factor affecting parents' satisfaction was identified as facilities, including other factors such as response to information, teachers, educational programs, financial costs, care, and support (Hoang et al., 2022). Huang et al. (2022) explored the relationship between parental satisfaction and parental loyalty in kindergartens. The study defined kindergarten parental satisfaction as parents' actual feelings toward kindergarten education services. The findings indicated that parental satisfaction significantly and positively affects parental loyalty. This suggests that parents who are satisfied with the quality of kindergarten services are more likely to remain loyal to the kindergarten. Furthermore, Huang et al. (2022) found that parental trust and parental relationship commitment mediate the relationship between parental satisfaction and parental loyalty. This suggests that trust and commitment play important roles in parents' satisfaction and loyalty towards kindergartens. (Kaiser et al., 2020) conducted a study on parent satisfaction with open kindergartens in Norway. The study found that users of open kindergartens were very satisfied with the service and perceived it as beneficial for both themselves and their children. Factors such as the physical environment, evaluation of the staff, and the benefits for the child and caregivers were significant predictors of overall satisfaction with the open kindergarten (Kaiser et al., 2020).

METHODOLOGY

Design of the Study

The methodology used in this study is a combination of qualitative and quantitative approaches (mixed methods). The qualitative approach involves the Focused Discussion Group (FGD) session method while the quantitative approach involves the survey method. Information on the level of parental satisfaction with the quality of KEMAS Kindergarten services was collected through a sample survey. Information is also obtained based on the answers to questionnaires conducted with the variables specified in the questionnaire.

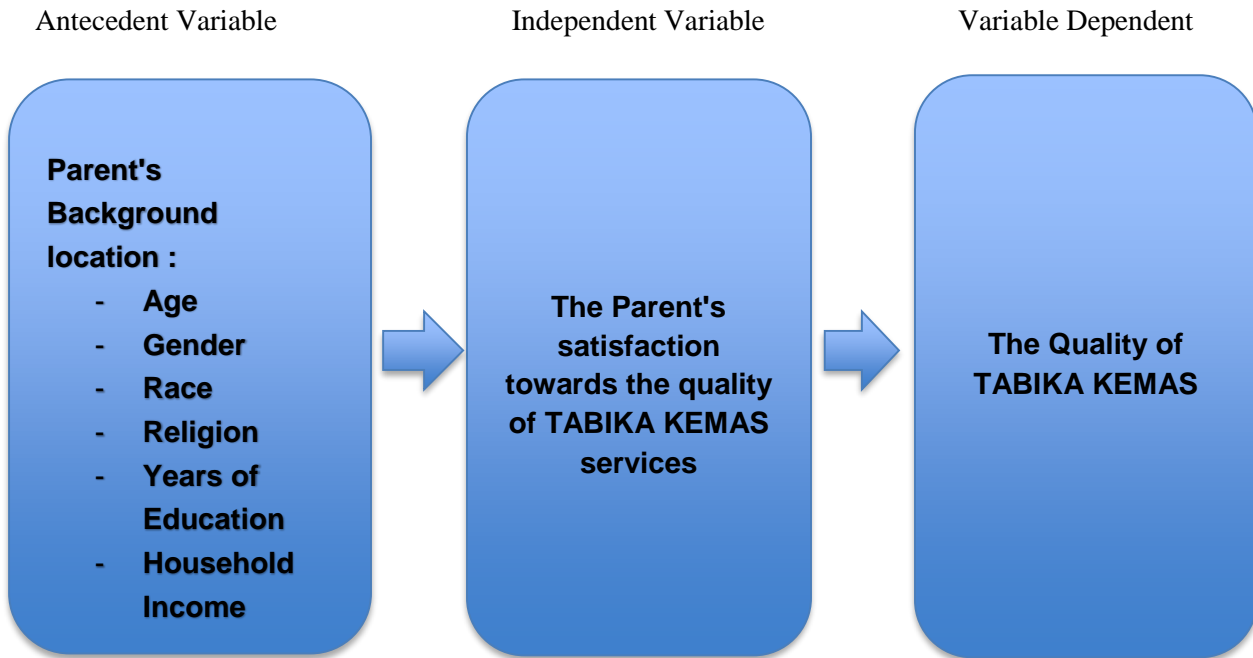
Population and Sample

The targeted study population was among parents who sent children to KEMAS Kindergarten throughout Malaysia which was 218,952 people. For quantitative data collection, random sampling of staggered clusters has been used. A total of 10,646 parents in KEMAS Kindergarten were selected to participate in the study. However, after the actual study was conducted in the field, only 6570 parents were involved. Meanwhile, for qualitative data collection, 10 parents were involved in the FGD session.

Instruments

The instrument used in this study is a questionnaire. The questionnaire was built based on 11 indicators of the quality assessment of Kindergarten's services and was printed before being distributed to parents who are sending their children to KEMAS Kindergarten through KEMAS teachers appointed as study enumerators.

RESEARCH FRAMEWORK



The study was conducted by submitting questionnaires to 10,646 parents, however only 6570 questionnaires were returned and used as reference in this study.

The target population in this study were parents who sent their children to KEMAS Kindergartens throughout Malaysia in 2018. Table 1 shows the number of parents in KEMAS Kindergarten. There are 219,952 parents of students in kindergartens throughout Malaysia.

Population	(n)
Number of KEMAS Kindergarten Parents	219,952
Number of Distributed Surveys	10,646
Number of Returned Surveys	6570

Table 1: *Data based on targeted population*

Table two (2) below shows the location of the parents who were the respondents. The findings found that the state of Johor showed the best response with 921 (14.0%) parents filling out the questionnaire, followed by Sarawak 808 (12.3%) and Terengganu 613 (9.3%). While the states

with the least feedback were from Perlis with only 83 (1.3%) parents responding to the survey form, followed by the federal territory of Kuala Lumpur at 263 (4.0%) and Melaka at 331 (5.0%).

State	Number (n)	Percentage (%)
Selangor	498	7.6
Kedah	461	7.0
Malacca	331	5.0
Penang	315	5.0
Terengganu	613	9.3
Negeri Sembilan	421	6.4
Pahang	538	8.2
Kelantan	570	8.7
Johor	921	14.0
Selangor	359	5.5
morning	388	5.9
Perlis	83	1.3
Kuala Lumpur	263	4.0

Table 2: Respondent data based on state

Based on Table 3, of the 6570 respondents involved, the majority of respondents are from rural areas which are 3705 people (56.4%) followed by 2435 people (37.1%) from urban areas, and 430 people (6.5%) are from rural areas.

Location	Number (n)	Percentage (%)
Rural	3705	56.4
City	2435	37.1
Interior	430	6.5

Table 3: Respondent data based on location

The study also shows that the majority of respondents are employed, which is 3886 people or (59.1%), compared to 2656 people (40.4%) not working and 28 people (0.4%) missing or unable to be identified. The same data is shown for the spouse's employment status, where a total of 4734 people (72.1%) are working compared to only 1779 people (27.1%) not working and 57 people (0.9%) have no information.

Work status	Number (n)	Percentage (%)
Working	3886	59.1
Not working	2656	40.4
No information	28	0.4

Table 4: Respondent data based on employment status

Regarding household and family income, the majority of parents who send their children to TABIKA KEMAS which is a total of 5307 people (80.8%) are from the B40 group or earn below

the poverty line of RM3,860.00 per month compared to 1263 people (19.2%) from the M40 group and above. This data is synonymous with establishing TABIKA KEMAS which aims to give priority to low income groups.

Household income	Number (n)	Percentage (%)
B40 and below	5307	80.8
M40 and above	1263	19.2

Table 5: *Respondent data based on household income*

Table 6 shows the background profile of parents or guardians who send their children to selected KEMAS Kindergartens throughout Malaysia. The study found that the majority of respondents consisted of mothers (4348 people - 66.2%), followed by fathers (1991 people - 30.3%). There are a total of 208 (3.2%) respondents consisting of guardians such as grandparents and close relatives of children.

Relationship with Children	Number (n)	Percentage (%)
Mother	4348	66.2
Father	1991	30.3
Caretaker	208	3.2
No information	23	0.4

Table 6: *Respondent data based on relationships with children*

In terms of age, the average age of the respondents involved in the study is those who are 35 years old and below (3731 people - 56.5%) compared to parents who are 36 years old and above (2857 people - 43.5%).

Age	Number (n)	Percentage (%)
35 years and under	3713	56.5
36 years and above	2857	43.5
No information	23	0.4

Table 7: *Respondent data based on average age*

The study also found that the majority (5302 people - 80.7%) of the respondents were ethnic Malays, followed by Bumiputera (Sabah, Sarawak & Orang Asli) by 17.4% (1145 people).

Ethnicity	Number (n)	Percentage (%)
Malay	5302	80.7
Chinese	17	0.3
India	38	0.6
native	1145	17.4
Others	44	0.7

No information	24	0.4
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Table 9: Respondent data based on ethnicity

For the group of parents or guardians who have a level of formal education up to SPM, the average score of satisfaction with the quality of TABIKA KEMAS services is lower (144.63) compared to parents who have formal education after SPM (145.00). however, the t-test average score comparison test shows that the difference for this education group is not significant ($t = -.864$; $p > .05$).

Level of education	Number (n)	Percentage (%)
Does not go to school	102	1.6
Primary school	402	6.1
Secondary school	4229	64.4
High Secondary	1758	26.8
No information	79	1.2

Table 10: Respondent data based on education level

The level of satisfaction of parents/guardians towards the quality of Services (Aspects of Teaching and Learning) TABIKA KEMAS

No	Research Statement	STBH	TBH	Q	BH	SBH	Min
		1	2	3	4	5	
1	The content of learning at this Nursery is in terms of thinking skills.	27 (0.4%)	40 (0.6%)	742 (11.3%)	4105 (62.5%)	1656 (25.2%)	4.11
2	The content of learning in this Nursery is in terms of reading skills	26 (0.4%)	43 (0.7%)	760 (11.6%)	3733 (56.8%)	2008 (30.6%)	4.16
3	The content of learning in this Nursery is in terms of writing skills	25 (0.4%)	20 (0.3%)	581 (8.8%)	3722 (56.7%)	2222 (33.8%)	4.23
4	The learning content at this Nursery is in terms of counting skills	23 (0.4%)	35 (0.5%)	661 (10.1%)	3766 (57.3%)	2085 (31.7%)	4.20
5	The content of learning in the Nursery is in terms of pure values	24 (0.4%)	12 (0.2%)	365 (5.6%)	3549 (54.0%)	2620 (39.9%)	4.33
6	The content of learning at TABIKA is in terms of the appreciation of Islamic Education	24 (0.4%)	26 (0.4%)	478 (7.3%)	3003 (45.7%)	2361 (35.9%)	4.30

7	The content of learning at this Nursery is in terms of fostering a patriotic spirit	21 (0.3%)	20 (0.3%)	686 (10.4%)	3684 (56.4%)	2159 (32.9%)	4.21
8	The learning content at this Nursery is in terms of self-confidence	26 (0.4%)	22 (0.3%)	573 (8.7%)	3777 (57.5%)	2172 (15.3%)	4.22
9	Teacher creativity in learning and teaching children	26 (0.4%)	13 (0.2%)	405 (6.2%)	3418 (52.0%)	2708 (41.2%)	4.33
10	Teacher's teaching method	26 (0.4%)	8 (0.1%)	378 (5.8%)	3470 (52.0%)	2688 (40.9%)	4.34
11	Completion of programs at Kindergarten to help your child's learning	23 (0.4%)	13 (0.2%)	483 (7.4%)	3644 (55.5%)	2407 (36.6%)	4.28
12	Activities carried out at TABIKA are planned	23 (0.4%)	24 (0.4%)	509 (7.7%)	3660 (55.7%)	2354 (35.8%)	4.26

Table 11: *The level of satisfaction of parents/guardians towards the quality of the Service (Teaching and Learning Aspects) TABIKA KEMAS*

n=6570

Based on Table 11, the results of the study found that the teacher's teaching method was the highest level of satisfaction chosen by parents from the aspect of teaching and learning at TABIKA KEMAS, recording a mean of 4.34. A total of 3374 (52.0%) were satisfied, 2688 (36.6%) were very satisfied and followed by 378(5.8%) medium, 8(0.1%) dissatisfied, 26(0.4%) very dissatisfied.

The teacher's creativity in learning and teaching children is the second highest level of satisfaction Parents are satisfied with the quality of TABIKA KEMAS from the aspect of teaching and learning, recording a mean of 4.33. A total of 3418 (52.0%) were satisfied, 2704 (40.9%) were very satisfied and followed by 378(5.8%) moderate, 8(0.1%) dissatisfied, 13(0.1%) very dissatisfied.

The third teaching and learning aspect chosen by parents is the statement of the Learning Content item in this Kindergarten in terms of pure values with a mean value of 4.33, recording the same mean value as the teacher's creativity item in teaching and teacher learning. A total of 3549 (54.0%) were satisfied, followed by 2620 (39.9%) very satisfied, 365 (5.6%) medium 24 (0.4%) very dissatisfied, and only 12 (0.2%) dissatisfied.

The level of satisfaction of parents/guardians towards the quality of services (Administrative Aspects) of TABIKA KEMAS

No	Research Statement	STS	TS	TP	Q	SS	Min
		1	2	3	4	5	
1	Qualified and trained nursery teachers	31 (0.5%)	13 (0.2%)	196 (3.0%)	3144 (47.9%)	3186 (48.5%)	4.44
2	Qualified and trained Nursery teacher assistants	37 (0.6%)	69 (1.1%)	672 (10.2%)	3531 (53.7)	2261 (34.4%)	4.20
3	<i>The way teachers show warmth and treat children</i>	29 (0.4%)	5 (0.1%)	199 (3.0%)	2878 (43.8%)	3459 (52.4%)	4.48
4	<i>The way teacher assistants show warmth and treat children</i>	32 (0.5%)	21 (0.3%)	356 (5.4%)	3113 (47.4%)	3048 (46.4%)	4.39
5	<i>Communication between teachers and parents</i>	29 (0.4%)	8 (0.1%)	236 (3.6%)	2870 (43.7%)	3427 (52.2%)	4.47
6	Quality of equipment and materials for teaching and learning	33 (0.5%)	42 (0.6%)	725 (11.0%)	3772 (57.4%)	1998 (30.4%)	4.17
7	The monthly financial contribution (fee) charged	33 (0.5%)	21 (0.3%)	303 (4.6%)	2870 (43.7%)	3427 (52.2%)	4.40
8	Additional fees apply	60 (0.9%)	110 (1.7%)	668 (10.2%)	3694 (56.2%)	2038 (31.0%)	4.15
7.	Access to Nursery management information	24 (0.4%)	20 (0.3%)	496 (7.5%)	3855 (58.7%)	2175 (33.1%)	4.24
9	Access to the latest information related to children, staff, or administrative matters	26 (0.4%)	22 (0.3%)	529 (8.1%)	3907 (59.5%)	2086 (31.8%)	4.22
10	Promotion of organized programs/activities	26 (0.4%)	26 (0.4%)	463 (7.0%)	3608 (54.9%)	2447 (37.2%)	4.28
11	Dissemination of information through social media (Facebook/WhatsApp/Instagram /Twitter)	37 (0.6%)	78 (1.2%)	834 (12.7%)	3429 (52.2%)	2192 (33.4%)	4.17

Table 12: *The level of satisfaction of parents/guardians towards the quality of services (Administrative Aspects) TABIKA KEMAS*

n=6570

Based on Table 12, the results of the study found that the way teachers show warmth and treat children is the highest level of satisfaction chosen by parents from the administration at TABIKA KEMAS, recording a mean of 4.48. A total of 3459 (52.6%) were satisfied, 2878 (43.8%) were very satisfied followed by 199(3.0%) medium, 5(0.1%) dissatisfied, 29(0.4%) very dissatisfied.

Teacher communication with parents is the second highest level of satisfaction, parents are satisfied with the quality of TABIKA KEMAS from the administrative aspect, recording a mean of 4.47. A total of 3427 (52.2%) were satisfied, 2870 (43.7%) were very satisfied and followed by 236(3.6%) medium, 8(0.1%) dissatisfied, 29(0.4%) very dissatisfied.

The third governance aspect chosen by parents is the statement of the qualified and trained Nursery Teacher item with a mean value of 4.44. A total of 3186 (48.5%) were satisfied, followed by 3144 (47.9%) very satisfied, 196 (3.0%) moderate, 13 (0.2%) very dissatisfied and only 31 (0.5%) dissatisfied.

The level of satisfaction of parents / guardians towards the quality of services (aspects of cleanliness and safety) TABIKA KEMAS.

No	Research Statement	STS	TS	TP	Q	SS	Min
		1	2	3	4	5	
1	Child Safety in Nursery	27 (0.4%)	21 (0.3%)	321 (4.9%)	3248 (49.4%)	2953 (44.9%)	4.38
2	Children's Hygiene in the Nursery	37 (0.6%)	69 (1.1%)	672 (10.2%)	3531 (53.7)	2261 (34.4%)	4.20
3	Children's hygiene outside the Nursery	28 (0.4%)	12 (0.2%)	321 (4.9%)	3363 (51.2%)	2846 (43.3%)	4.21
4	TABIKA'S sensitivity to children's health	30 (0.5%)	14 (0.2%)	258 (3.9%)	3455 (52.6%)	2813 (42.8%)	4.37

5	<i>The quality of the food provided</i>	33 (0.5%)	12 (0.2%)	299 (4.6%)	3271 (49.8%)	2954 (45.0%)	4.39
6	<i>Safety and suitability of the building as a Nursery</i>	51 (0.8%)	100 (1.5%)	775 (11.8%)	3455 (52.6%)	2189 (33.3%)	4.16
7	<i>The play space in the Kindergarten promotes children's learning</i>	38 (0.6%)	54 (0.8%)	950 (14.5%)	3629 (55.2%)	1899 (28.9%)	4.11
8	<i>The play space outside the Nursery encourages children's learning</i>	71 (1.1%)	224 (3.4%)	1395 (21.2%)	3377 (51.4%)	1503 (22.9%)	3.92
9	<i>Quantity of equipment and materials for teaching and learning</i>	34 (0.5%)	49 (0.7%)	49 (0.7%)	785 (11.9%)	3761 (57.2%)	4.15

Table 13: *The level of satisfaction of parents / guardians towards the quality of services (aspects of cleanliness and safety) TABIKA KEMAS*

n=6570

Based on Table 13, the results of the study found that *the quality of the food provided* was the highest level of satisfaction chosen by parents from the aspects of cleanliness and safety at TABIKA KEMAS, recording a mean of 4.39. A total of 3374 (52.0%) were satisfied, 2688 (36.6%) were very satisfied and followed by 378(5.8%) medium, 8(0.1%) dissatisfied, 26(0.4%) very dissatisfied.

Children's safety in the Kindergarten Teacher's creativity in children's learning and teaching is the second highest level of satisfaction Parents are satisfied with the quality of KEMAS Kindergarten from the teaching and learning aspect recording a mean of 4.38. A total of 3418 (52.0%) were satisfied, 2704 (40.9%) were very satisfied and followed by 378(5.8%) moderate, 8(0.1%) dissatisfied, 13 (0.1%) very dissatisfied.

The third aspect of teaching and learning chosen by parents is the statement of the *sensitivity of the nurse toward children's health* with a mean value of 4.33, recording the same mean value as the teacher's creativity in teaching and learning. A total of 3549 (54.0%) were satisfied, followed by 2620 (39.9%) very satisfied, 365 (5.6%) medium 24 (0.4%) very dissatisfied, and only 12 (0.2%) dissatisfied.

Discussion and Recommendations

According to Zalikha (2018), in his study on Little Caliph Senawang, Kindergarten, entitled Characteristics of Quality Kindergarten, he showed that a comfortable, safe, colorful, and attractive environment can provide encouragement or encouragement to students. Kindergarten environment can be categorized into the external environment and internal environment. This is in line with the ten aspects of the characteristics of a quality Kindergarten outlined by the National Association for the Education of Young Children (NAEYC 2018), which are aspects of the relationship (relationship), curriculum (curriculum), teaching (teaching), assessment of student development (assessment) of child progress), health, support, preparation and staff competencies (staff competencies, preparation and support), families, community relations, physical environment and management and leadership management).

The findings of this study are supported by a study conducted by Tham Hou Yin entitled Level of Parents' Satisfaction with the Quality of Preschool Education in Maran District, Pahang. The study stated that measurement of parents' level of satisfaction with the quality of preschool education should be done by evaluating parents' views on several characteristics of education quality (Omondi, 2013). It includes the provision of physical facilities, teaching and learning materials, teacher quality, safety, nutrition, and child achievement (Silva, 2006; Britner & Phillips, 1995 & Hoon, 1994).

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