

The Effect of Education Commercialization on the Quality Orientation of Schools: An Examination of Student Satisfaction and Character Values

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Abstract

Currently, private schools often confer a “king” status upon students to secure financial sustainability, undermining character discipline to maintain consumer loyalty. Driven by this phenomenon, this study aims to analyze the relationship between student satisfaction and character internalization through the perspective of Quality Science to contest the dominance of educational commercialization. The qualitative method employing a library research design reveals a significant polarization in the literature. The pro-service camp undermines educational quality by prioritizing physical service activities that cater to students, thus compromising moral engagement. Conversely, the pro-character party seeks to restore moral discipline but sometimes lacks cohesive managerial structures, thereby disregarding students’ administrative rights. This study promotes a conceptual shift from hedonic to eudaimonic satisfaction to address this deadlock. In a comprehensive Quality Science framework, optimal service is achieved when schools view students as co-creators of quality, deriving authentic satisfaction from surmounting moral disciplinary challenges rather than solely attaining physical comfort. In conclusion, school management must integrate ethical rigor with standardized service governance, and the government should revise quality accreditation processes to eliminate bias towards physical facilities.

Keywords: Commercialization of Education, Student Contentment, Ethical Values, Scientific Quality, Eudaimonic Framework.

Introduction

The commercialization of private education has profoundly and negatively transformed the epistemic framework and institutional practices of modern educational institutions.¹ In a highly competitive market, private schools are increasingly prioritizing parental satisfaction as the primary indicator of economic success, positioning children

¹ Li Ping and Muhantha Paramalingam, ‘An Examination Of The Dimensions Of Commercialization In School Education And Its Effects On Higher Education’, *Journal of Neonatal Surgery*, 14.12S (2025), pp. 652–57, doi:10.52783/jns.v14.3291.

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inside a structured framework as consumers who require continual gratification.² This method creates a harmful dynamic in which pupils are perceived as “kings” who are immune to criticism or discipline a strategy originally intended to cultivate consumer loyalty but eventually erodes the educational and moral underpinnings of learning. Consequently, many schools have become hesitant or have consistently avoided implementing disciplinary measures essential for the formation of children’s character. This permissive strategy stems from concerns about declining consumer happiness, which are believed to threaten the institution’s financial stability.³ The market-oriented approach permeating education has created a notable paradox: as schools strive to satisfy consumers by prioritizing hedonistic elements such as physical facilities and immediate comfort, they progressively deviate from education’s fundamental purpose of instilling values and shaping character.

The academic debate on this issue is divided into two opposing groups, both offering compelling arguments that exhibit significant epistemological shortcomings. The Pro-Service or Pro-Service Industry Perspective camp utilizes a service quality framework, viewing schools as service providers that must implement modern business standards, such as Customer Relationship Management, SERVQUAL, and customer satisfaction metrics.⁴ Professionals in this field, such as scholars investigating strategic marketing, parental satisfaction, and service quality metrics, emphasize the optimization of business KPIs, improvement of physical facilities, and responsiveness to stakeholder requirements as essential indicators of institutional excellence.⁵ However, the principal deficiency of this perspective lies in its neglect of the ethical foundation of education; it shifts the institution’s aim from character cultivation to consumer-driven practices, thereby undermining or compromising the fundamental element of value formation that should be paramount in every educational establishment. The second faction, termed Pro-Character or Pro-Educational Idealism, views schools as sacred spaces for moral revitalization, emphasizing the essential role of discipline in holistic personality development.⁶ Leaders in this camp emphasize the importance of cultivating character traits such as religiosity, honesty, accountability, and discipline as the foundation of sustainable education.⁷ This perspective has considerable constraints: it is restricted to theoretical moral discussions and often lacks standardized, practical management frameworks, overlooking the empirical fact that modern

² Maya Sopia, Oki Dermawan, and Junaidah Junaidah, ‘EDUCATIONAL CUSTOMER SATISFACTION’, *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 4.3 (2024), pp. 389–402, doi:10.51878/social.v4i3.3379.

³ Herijantoa, ‘Pengaruh Kualitas Hubungan, Faktor Pendorong Dan Faktor Motivasi Terhadap Kepuasan Dan Loyalitas Orang Tua Di Sekolah XYZ Bogor’, *Jurnal Ketopong Pendidikan*, 3 (2023), pp. 9–21, doi:10.19166/jkp.v3i2.10506.

⁴ Mahmood, ‘Determinants Of Parental Satisfaction In Private Schools: A Multi-Dimensional Exploratory Framework’, *Qualitative Research Journal for Social Studies*, 2.4 (2025), pp. 588–98, doi:10.63878/qrjs587; Sopia, Dermawan, and Junaidah, ‘EDUCATIONAL CUSTOMER SATISFACTION’.

⁵ Kanika Goel, ‘Impact of Service Quality Dimensions on Student Satisfaction, Academic Achievement and Self-Perceived Employability in Business Schools: A HEDQUAL Approach’, *Journal of International Education in Business*, 12 March 2026, pp. 1–21, doi:10.1108/JIEB-05-2025-0067.

⁶ Chadija et al., 2026; Purba et al., 2026)

⁷ Putri Anisa and others, ‘Character Education from Thomas Lickona’s Perspective in Building Moral Intelligence in Primary Education’, *Journal of Education Research*, 7.2 (2026), pp. 322–27, doi:10.37985/jer.v7i2.3467; Ghiffari Syauqy Said, Muhtadi Ridwan, and Ahmad Sholeh, ‘Formation of Discipline Character Through Internalization of the Value of Islamic Religious Education in the Students of the Wali Songo Ngabar Islamic Boarding School’, *FONDATIA*, 9.2 (2025), pp. 461–81, doi:10.36088/fondatia.v9i2.5752.

educational institutions require organized, efficient, and adaptive service systems to meet stakeholder demands for survival in a competitive educational environment.⁸

To resolve this dialectical stalemate, an integrative and revolutionary conceptual framework is required specifically, by recontextualizing the Quality Science paradigm to amalgamate commercial logic with ethical principles. This paradigm presents a transformative viewpoint by redefining student satisfaction from Hedonic Satisfaction, which emphasizes immediate comfort, and the satisfaction of material needs through physical amenities, to Eudaimonic Satisfaction, characterized by profound and enduring inner fulfillment derived from successfully confronting, overcoming, and surpassing the challenges of discipline and personal growth.⁹ In this conceptual framework, discipline is not the opposite of quality service; instead, it represents the most significant “ultimate service” a school can offer to pupils, as it serves as a teaching tool that effectively cultivates human potential and promotes genuine moral development. The Quality Science paradigm regards students as active participants and co-creators in the development, maintenance, and ongoing enhancement of educational quality, rather than as passive recipients of services.¹⁰ This integrative concept facilitates a significant reconciliation between the principles of standardized professional service and substantive character values, enhancing both without compromising either; they mutually reinforce each other in cultivating students who are academically proficient and morally well-rounded.

The educational quality challenges encountered by private schools in Indonesia are fundamentally systemic, with their origins frequently extending beyond the institutions themselves or micro-management choices. Instead, they are rooted in government-imposed accreditation and quality assessment policies that are systematically biased towards physical infrastructure while neglecting or minimally weighting substantive indicators of character and personality development.¹¹ Consequently, schools strategically allocate their resources towards externally observable factors acknowledged by government accrediting systems; yet these factors frequently bear less significance to the fundamental nature of education and society’s enduring requirements. This study seeks to develop a thorough and pragmatic conceptual framework that reconciles, integrates, and balances moral rigor with professional and measurable service standards, thereby establishing an educational ecosystem that upholds moral integrity while improving operational efficiency and stakeholder satisfaction.¹² Consequently, the results of this study are anticipated to offer pragmatic and

⁸ Sachin Kumar, Poonam Pandita, and Kiran Singh, ‘Transforming Schools with Total Quality Management: A Strategy to Address Shadow Education’, *International Journal of Management and Development Studies*, 14.6 (2025), pp. 10–18, doi:10.53983/ijmnds.v14n6.002.

⁹ Felicia A. Huppert and Timothy T. C. So, ‘Flourishing Across Europe: Application of a New Conceptual Framework for Defining Well-Being’, *Social Indicators Research*, 110.3 (2013), pp. 837–61, doi:10.1007/s11205-011-9966-7.

¹⁰ Goel, ‘Impact of Service Quality Dimensions on Student Satisfaction, Academic Achievement and Self-Perceived Employability in Business Schools: A HEDQUAL Approach’.

¹¹ Rika Sartika, Mukarromah, and Rohman, ‘PENDIDIKAN KARAKTER PERSPEKTIF AL-GHAZALI (Analisis Terhadap Pemikiran al-Ghazali Tentang Pendidikan Karakter Sebagai Solusi Problem Dekadensi Moral Dan Signifikansinya Dalam Pendidikan Di Indonesia)’, *TILA: Jurnal Pendidikan Islam Anak Usia Dini*, 2 (2022), pp. 302–23.

¹² Evans Mwenda, Bupe Getrude Mutono Mwanza, and Clement Kasenge, ‘A TQM-Centered Framework for Improving Student Satisfaction in Higher Education Institutions in Zambia’, *African Quarterly Social Science Review*, 3.1 (2026), pp. 57–67, doi:10.51867/AQSSR.3.1.5.

theoretically informed recommendations for the government in formulating a more comprehensive and equitable accreditation system, as well as for school management in devising operational and pedagogical strategies that harmonize contemporary business standards with essential, sustainable educational values.

Research Method

This study utilizes a qualitative methodology through a literature review framework to examine the interplay between school commercialization and character education.¹³ Primary data were derived from national education regulations (Law No. 20 of 2003, Government Regulation No. 19 of 2005), whereas secondary data were acquired from academic literature (Sinta/Scopus) spanning 2015 to 2025 via searches on Google Scholar, the Garuda Portal, and Scopus utilizing pertinent keywords.¹⁴

The data analysis adhered to the interactive model delineated by Miles, Huberman, and Saldaña,¹⁵ encompassing: (1) data condensation evaluating the literature according to the themes of commercialization, pro-service perspectives, and pro-character perspectives; (2) data presentation organizing findings into thematic categories (commercialization phenomena, dialectics of perspectives, integrative solutions, and policy implications); and (3) concluding interpreting findings within the eudaimonic Quality Science conceptual framework.¹⁶ The research's validity is guaranteed through the triangulation of sources and methodology, along with peer debriefing and inter-rater reliability to minimize subjective bias and ensure consistency in extracting and interpreting themes from the literature.

Results and Discussion

The Structure of Educational Commercialization: Contesting the Student's Position as "King"

The integration of the Quality Science paradigm from manufacturing into education has instigated a profound epistemological shift in how educational institutions, especially private schools, conceptualize and assess "quality." Historically, educational quality was perceived as a transformative influence on character development, the internalization of ethical values, and the cultivation of intricate cognitive skills with enduring social relevance. The implementation of a Quality Science framework centered on customer satisfaction has significantly transformed the quality evaluation framework, focusing on quantitatively measurable and tangible dimensions, which primarily include tangibles (physical facilities, modern laboratories, multi-story buildings), reliability (consistency of administrative services), and responsiveness (the promptness of the school's reaction to parental

¹³ Mgs. Rosa Ildaura Troya Vásquez, Edilberto Calle Peña, and Lcdo. Yarov Javier Cabezas Troya, 'The Formation of Human Qualities for Life in Teachers: A Review of Scientific Literature', *Journal of Ecohumanism*, 3.7 (2024), doi:10.62754/joe.v3i7.4475.

¹⁴ Bayu Murti Suryonegoro and others, 'A Systematic Review of Junior High School Mathematics Curriculum in Indonesia and Australia', *Journal Evaluation in Education (JEE)*, 7.1 (2026), pp. 291–305, doi:10.37251/jee.v7i1.2472.

¹⁵ Mizwar Mizwar and others, 'Implementation of the Inquiry Learning Model to Enhance Junior High School Students' Scientific Literacy: A Qualitative Study', *Priviet Social Sciences Journal*, 6.3 (2026), pp. 103–14, doi:10.55942/pssj.v6i3.1261.

¹⁶ Mwenda, Mwanza, and Kasenge, 'A TQM-Centered Framework for Improving Student Satisfaction in Higher Education Institutions in Zambia', 2026.

complaints).¹⁷ Private schools in a competitive market strategically allocate resources to measurable aspects acknowledged by the government accreditation system and effectively communicated to potential customers through persuasive marketing narratives.¹⁸ As a result, institutional prioritization becomes distorted: substantial resources are directed towards physical infrastructure and Customer Relationship Management (CRM) systems, while the essential elements of character development are implicitly neglected due to their perceived difficulty in quantifying satisfaction metrics.¹⁹

This dynamic engenders a paradoxical phenomenon: students and parents are progressively framed as “consumers” endowed with the authority to assess the quality of educational services via the mechanisms of “voice” (complaints) and “exit” (transferring schools).²⁰ In this competitive environment, schools implement business principles to continually promote customer happiness and mitigate parental displeasure.²¹ The designation of students as “kings” cultivates a culture of institutional leniency: educational institutions become hesitant to implement stringent punishment, impose rigorous academic expectations, or deliver impartial assessments for underachieving students. Negative feedback mechanisms are circumvented due to the potential of eliciting a defensive reaction from parents, which may result in students transferring to rival institutions.²² This management strategy significantly diminishes the pedagogical authority of schools as institutions that both serve and educate while providing constructive criticism for the cultivation of genuine character.

The transformation of Quality Science into a tool for hedonistic commercialization engenders a detrimental dynamic that jeopardizes the integrity of education.²³ When client happiness is prioritized as the principal criterion of success, the distinction between “education” and “consumer services” becomes indistinct. The concept of quality, originally focused on personal change, has evolved into a metric based on the level of “comfort” clients

¹⁷ Mahmood, ‘Determinants Of Parental Satisfaction In Private Schools: A Multi-Dimensional Exploratory Framework’.

¹⁸ Tao Guo, Tianxin Li, and Zhanyong Qi, ‘The Impact of School Service Quality on Student Learning Satisfaction: A Comparative Study of Public and Private High Schools in China’, *European Journal of Education*, 60.1 (2025), doi:10.1111/ejed.70013; Nenden Nadya Rizky Mashrul and others, ‘Analysis of Parental Satisfaction with Education Services in Private Elementary Schools’, *AURELIA: Jurnal Penelitian Dan Pengabdian Masyarakat Indonesia*, 3.2 (2024), pp. 1386–93, doi:10.57235/aurelia.v3i2.2727.

¹⁹ Cen Lu, Marcellia Susan, and Kartika Imasari Tjiptodjojo, ‘The Effect Of Customer Relationship Management On Customer Loyalty Mediated By Customer Satisfaction At Private Universities In Greater Bandung’, *International Conference of Business and Social Sciences*, 15 December 2025, p. 1472, doi:10.24034/icobuss.v5i1.787; Yunhao Sun and Chitralada Trisakhon, ‘The Effect Of Marketing Strategy And Customer Relationship Management On Customer Satisfaction Using The Services From Qingdao Hengxing Education Group’, *RMUTT GLOBAL BUSINESS ACCOUNTING AND FINANCE REVIEW*, 9.2 (2025), pp. 1–13, doi:10.60101/gbafr.2025.283967.

²⁰ Elizabeth Nixon, Richard Scullion, and Robert Hearn, ‘Her Majesty the Student: Marketised Higher Education and the Narcissistic (Dis)Satisfactions of the Student-Consumer’, *Studies in Higher Education*, 43.6 (2018), pp. 927–43, doi:10.1080/03075079.2016.1196353.

²¹ Khusnan Iskandar, ‘Branding Images and Customer Relationship Management (CRM) in Islamic Educational Institutions: A Case Study of Private Schools’, *Journal of Education and Religious Studies*, 4.03 (2024), pp. 154–59, doi:10.57060/77c6kd58.

²² Herijantoa, ‘Pengaruh Kualitas Hubungan, Faktor Pendorong Dan Faktor Motivasi Terhadap Kepuasan Dan Loyalitas Orang Tua Di Sekolah XYZ Bogor’; Sophia, Dermawan, and Junaidah, ‘EDUCATIONAL CUSTOMER SATISFACTION’.

²³ Azwardi, Mutiara ritonga, and Widiastuty Rica, ‘Hubungan Status Akreditasi Sekolah Dengan Tingkat Kepuasan Siswa Di MTS Nurul’, *ALACRITY: Journal Of Education*, 1 (2021).

perceive in educational settings. According to this rationale, significant educational endeavors such as demanding academic tasks or appropriate disciplinary measures are regarded as factors contributing to customer discontent that should be mitigated. Thus, Quality Science within the educational framework is diminished to a hedonistic apparatus that emphasizes immediate gratification at the expense of enduring transformation, resulting in graduates who, while content with their academic experience, exhibit deficiencies in ethical integrity and social responsibility.

Challenges in Ethical Rehabilitation: The Deficiency in the Character Education Framework

A literature arguing for character and moral idealism has evolved in opposition to the hegemony of educational commercialization, which has redirected the focus of educational institutions from character development to consumer satisfaction optimization. This literature repeatedly promotes the reinstatement of the school as a “sacred space” for moral change and the internalization of ethical ideals.²⁴ This methodology is evident in various specific pedagogical programs and strategies, including structured religious habituation such as the *Tapak Suci* program, which emphasizes discipline, responsibility, and cooperation through systematic training;²⁵ the incorporation of *wasatiyyah* (moderation) values into education to promote balanced and tolerant religiosity;²⁶ *madrasah-pesantren* collaboration that establishes a 24-hour integrated educational ecosystem for the development of profound religious habitus;²⁷ and the execution of a compassion-based curriculum that merges academic learning with humanistic values and religious moderation.²⁸ Pro-character literature emphasizes the efficacy of transformational leadership, the implementation of constructive discipline, and teacher role modeling as essential elements in cultivating genuine and enduring student discipline, social responsibility, and religious commitment.²⁹ The primary assertion of this perspective is that education fundamentally constitutes a

²⁴ Kholil Kholil, Benny Prasetya, and Muhammad Alfi Syahrin, ‘Wasatiyyah-Based Religious Character Formation Model: An Implementation Study of Religious Moderation Values at MTs Generasi Teladan, Tabanan, Bali’, *International Journal of Advanced Multidisciplinary*, 4.4 (2026), pp. 582–95, doi:10.38035/ijam.v4i4.1770; Moch Safi’i, Romelah, and Dina Mardiana, ‘Producing a Generation of Character: Transforming Responsibility, Discipline, and Society Through Tapak Suci in Primary Schools’, *Educazione: Journal of Education and Learning*, 2.1 (2024), pp. 1–11, doi:10.61987/educazione.v2i1.538; Shobikhul Qisom and others, ‘Educational Management Model Based on Religious and Cultural Values at Ar Rahmah College Student Pesantren Surabaya’, *Mimbar Agama Budaya*, 42.2 (2025), pp. 278–306, doi:10.15408/mimbar.v42i2.49058.

²⁵ Safi’i, Romelah, and Dina Mardiana, ‘Producing a Generation of Character: Transforming Responsibility, Discipline, and Society Through Tapak Suci in Primary Schools’.

²⁶ Kholil, Prasetya, and Syahrin, ‘Wasatiyyah-Based Religious Character Formation Model: An Implementation Study of Religious Moderation Values at MTs Generasi Teladan, Tabanan, Bali’.

²⁷ Irfan Musonif and others, ‘Religious Habitus Formation Through Madrasah-Pesantren Collaboration: A Sociological Analysis’, *IJGIE (International Journal of Graduate of Islamic Education)*, 7.1 (2026), pp. 453–65, doi:10.37567/ijgie.v7i1.4892.

²⁸ Aslinda Aslinda and Amrizon Amrizon, ‘Curriculum of Love and Religious Moderation in Madrasah Learning: Strategy for Building a Generation with Humanistic and Tolerant Character’, *Indonesian Journal of Teaching and Learning (INTEL)*, 29 May 2025, pp. 99–107, doi:10.56855/intel.v4i2.1477.

²⁹ Irfan Musonif and others, ‘Religious Habitus Formation Through Madrasah-Pesantren Collaboration: A Sociological Analysis’; Abdul Rahim Karim and Arifuddin, ‘Strategy for Strengthening the Characteristics of Students in Tsanawiyah Madrasa’, *Pappaseng: International Journal of Islamic Literacy and Society*, 1.1 (2022), pp. 13–22, doi:10.56440/pijilis.v1i1.36.

process of moral and spiritual character development, rather than merely a provision of consumer services assessed by customer satisfaction levels.

However, the ethical and educational advantages of this character-based approach are eclipsed by considerable and persistent administrative deficiencies. Institutions focused on character development frequently present themselves as oppositional to the principles of commercialization, resulting in a systematic neglect of modern quality management, transparent administrative governance, and well-defined standard operating procedures (SOPs).³⁰ Discipline and stringent moral standards in pro-character institutions are frequently misconstrued as a focus on regulations, the formalization of religious practices, and punitive measures, lacking a balance of effective communication systems, transparent procedural documentation, and quantifiable, ongoing feedback mechanisms.³¹ These institutions sometimes become mired in abstract moral terminology and jargon, such as “true discipline,” “noble character,” or “deep spirituality,” without converting these elevated ideals into tangible, observable, and objectively verifiable procedures, standards, and performance metrics. Ironically, character-focused schools encounter challenges in showcasing quality to external stakeholders, particularly for government accreditation and public trust, due to their absence of systematic documentation, outcome measurement, and reporting systems that align with modern quality assurance standards.³²

This disconnect yields a tragic paradox: students experience intensive character development, characterized by profound discipline and the continual instillation of ethical values, yet their fundamental human needs such as access to responsive administrative services, adequate learning facilities, a fair assessment system, and acknowledgment of their objectively measurable accomplishments are frequently neglected or disregarded.³³ Educators and institutional administrators, driven by their ethical obligations, occasionally embrace a “suffer in silence” mentality over administrative injustices or insufficient resources, justifying this stance by asserting that adversity and simplicity contribute to character development. This approach, despite its noble intentions, objectively overlooks the essential principle that educational institutions have an ethical duty to not only cultivate students’ character but also to regard them as individuals entitled to professional services, institutional transparency, and the safeguarding of their fundamental rights as learners.³⁴ The

³⁰ Rejeki Handayani and Hidayat Hidayat, ‘Facilities and Infrastructure Management in Improving the Quality of Student Learning’, *Journal of Innovation and Research in Primary Education*, 4.4 (2025), pp. 2334–45, doi:10.56916/jirpe.v4i4.2083; Muhammad Thoyib, ‘Internal Quality Assurance System Based on Pesantren Values: Towards The Excellence of Schools in Indonesia’, *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6.3 (2022), pp. 826–40, doi:10.33650/al-tanzim.v6i3.3378.

³¹ Dewi Hariyani and Ainur Rafik, ‘Pembiasaan Kegiatan Keagamaan Dalam Membentuk Karakter Religius Di Madrasah’, *AL-ADABIYAH: Jurnal Pendidikan Agama Islam*, 2.1 (2021), pp. 32–50, doi:10.35719/adabiyah.v2i1.72.

³² Asdlori and others, ‘Curriculum Development Management Model for International-Standard Madrasahs: Evidence from Indonesia’, *International Journal of Social Science and Religion (IJSSR)*, 20 February 2026, pp. 23–38, doi:10.53639/ijssr.v7i1.388; Thoyib, ‘Internal Quality Assurance System Based on Pesantren Values: Towards The Excellence of Schools in Indonesia’.

³³ Antonius Along, ‘Kualitas Layanan Administrasi Akademik Di Politeknik Negeri Pontianak’, *Jurnal Ilmiah Administrasi Publik*, 006.01 (2020), pp. 94–99, doi:10.21776/ub.jiap.2020.006.01.11; Handayani and Hidayat, ‘Facilities and Infrastructure Management in Improving the Quality of Student Learning’.

³⁴ Shella Sabrina Adeline and others, ‘Analysis of the Influence of Pancasila Ideology on the Implementation of Character Education Policy at State Junior High School 1 Suranenggala Cirebon Regency’, *Formosa Journal of Applied Sciences*, 5.1 (2026), pp. 255–66, doi:10.55927/fjas.v5i1.559.

managerial deficiencies of the pro-character approach engender a unique form of educational injustice, separate from the dynamics of commercialization, yet equally detrimental: instead of compromising character development, these flaws diminish students' trust in the institution, the moral legitimacy of pedagogical authority, and their comprehension of being treated "fairly" and "professionally" within contemporary institutions.

The Eudaimonic Paradigm: Character Discipline as the Pinnacle of Service

Addressing the dialectical stalemate between hedonistic commercialization (Subsection A) and morally idealistic yet managerially inadequate approaches (Subsection B) necessitate a fundamental redefinition of "satisfaction" within the educational context, alongside a reinterpretation of the core principles of Quality Science. Drawing upon the Aristotelian philosophical tradition and contemporary positive psychology.³⁵ This study posits an epistemic transition from hedonistic fulfillment to eudaimonic satisfaction.³⁶ Hedonistic satisfaction is rapid pleasure derived from the realization of impulsive wants and bodily comfort, which in the educational environment manifests as contentment with opulent amenities and the evasion of disciplinary measures. In stark contrast, eudaimonic satisfaction is a profound, enduring, and meaning-driven state of well-being. This fulfillment arises not from passive consumption but from self-transcendence and the individual's triumph in surmounting obstacles to realize their true human potential. From a eudaimonic standpoint, student satisfaction is evaluated not by the opulence of facilities, but by the extent of their moral and intellectual transformation—experiences that inherently encompass elements of challenge, discomfort, and significant pedagogical struggle.³⁷

In this eudaimonic framework, discipline, often perceived as a hindrance to consumer pleasure under commercial dominance, is reinterpreted as the "supreme service." This reflects the institution's genuine dedication to its students' future. Institutions that implement stringent discipline, allocate demanding academic assignments, and offer constructive feedback are fundamentally doing a significant service: dedicating institutional effort and resources to the cultivation of students' integrity.³⁸ To avert the decline of this essential service into covert authoritarianism, character discipline must be implemented via a professional and standardized managerial framework, which includes explicit standard operating procedures, thorough documentation, regular feedback systems, and transparency

³⁵ Richard M. Ryan and Edward L. Deci, 'Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.', *American Psychologist*, 55.1 (2000), pp. 68–78, doi:10.1037/0003-066X.55.1.68.

³⁶ Huppert and So, 'Flourishing Across Europe: Application of a New Conceptual Framework for Defining Well-Being'.

³⁷ Evans Mwenda, Bupe Getrude Mutono Mwanza, and Clement Kasenge, 'A TQM-Centered Framework for Improving Student Satisfaction in Higher Education Institutions in Zambia', *African Quarterly Social Science Review*, 3.1 (2026), pp. 57–67, doi:10.51867/AQSSR.3.1.5.

³⁸ Shella Sabrina Adeline and others, 'Analysis of the Influence of Pancasila Ideology on the Implementation of Character Education Policy at State Junior High School 1 Suranenggala Cirebon Regency', *Formosa Journal of Applied Sciences*, 5.1 (2026), pp. 255–66, doi:10.55927/fjas.v5i1.559; Evans Mwenda, Bupe Getrude Mutono Mwanza, and Clement Kasenge, 'A TQM-Centered Framework for Improving Student Satisfaction in Higher Education Institutions in Zambia', *African Quarterly Social Science Review*, 3.1 (2026), pp. 57–67, doi:10.51867/AQSSR.3.1.5.

in rewards and penalties.³⁹ Eudaimonic discipline refers to a form of discipline that is both fundamentally ethical and procedurally equitable, characterized by methodical methodology and clarity in communication. Consequently, students and parents may comprehend the reasoning behind each regulation, avoid feeling unjustly evaluated, and perceive clearly how the system fosters their character development.

The primary paradigmatic meaning of this idea is the alteration of students' ontological status from passive consumers to active co-creators of the quality of their educational experience.⁴⁰ In the conventional customer-centric paradigm, students are regarded solely as service recipients who consume and assess. In contrast, within the eudaimonic-holistic framework, students are perceived as active participants in the co-creation of educational excellence. They are not solely subjects of discipline but engaged contributors who offer insights on pedagogical efficacy and are regarded as complete individuals with a role in institutional decision-making, all while respecting the valid structure of pedagogical authority.⁴¹ The amalgamation of service quality, systemic transparency, and stringent moral-academic standards fosters optimal conditions for pupils to achieve meaningful learning outcomes, receive dignified treatment, and internalize ethical principles.⁴² The eudaimonic paradigm provides a conceptual synthesis of the commercialization vs idealism conundrum and serves as an operational framework for educational institutions aiming to uphold moral integrity while engaging with contemporary Quality Science.

Conclusion

This study finds that the dominance of commercialization in private schools has diminished the significance of Quality Science to merely a tool for achieving consumers' hedonistic gratification. This has initiated a permissive dynamic that gradually undermines instructional authority and the necessary firmness to discipline students' character. Conversely, the faction of moral idealism advocating for the revival of character education frequently becomes ensnared in overlooking management frameworks and disregarding students' administrative entitlements. The dialectical deadlock is effectively addressed by proposing a eudaimonic paradigm of Quality Science. In this context, discipline is reinstated

³⁹ Handayani and Hidayat, 'Facilities and Infrastructure Management in Improving the Quality of Student Learning'; Thoyib, 'Internal Quality Assurance System Based on Pesantren Values: Towards The Excellence of Schools in Indonesia'.

⁴⁰ Mwenda, Mwanza, and Kasenge, 'A TQM-Centered Framework for Improving Student Satisfaction in Higher Education Institutions in Zambia', 2026; Yunhao Sun and Chitralada Trisakhon, 'The Effect Of Marketing Strategy And Customer Relationship Management On Customer Satisfaction Using The Services From Qingdao Hengxing Education Group', *RMUTT GLOBAL BUSINESS ACCOUNTING AND FINANCE REVIEW*, 9.2 (2025), pp. 1–13, doi:10.60101/gbafr.2025.283967.

⁴¹ Aslinda and Amrizon, 'Curriculum of Love and Religious Moderation in Madrasah Learning: Strategy for Building a Generation with Humanistic and Tolerant Character'; Hasan Baharun and others, 'Optimizing Independent Curriculum Management to Shape Excellent Student Character', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 9.3 (2024), pp. 503–16, doi:10.31538/ndhq.v9i3.19; Achmad Qusyairi Mahfudi and Moh. Rifa'i, 'Implementation of School Culture in Improving Religious Character in Islamic Boarding Schools', *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 14.2 (2025), pp. 493–509, doi:10.54437/urwatulwutsqo.v14i2.2206.

⁴² Adeline and others, 'Analysis of the Influence of Pancasila Ideology on the Implementation of Character Education Policy at State Junior High School 1 Suranenggala Cirebon Regency'.

to its rightful position not as the opposite of fulfillment, but rather as the “paramount service” provided by the school. This strategy transforms students from passive consumers into co-creators of quality. They participate in an educational ecology that professionally honors their voices, while concurrently promoting their moral development to attain genuine eudaimonic fulfillment.

This study presents two strategic recommendations based on these findings. At the macro level, the government, via the National Accreditation Board, must amend the tools employed to assess school excellence. Accreditation criteria should prioritize not just the adequacy of physical facilities and the thoroughness of administrative documentation but also incorporate metrics that evaluate the efficacy and transparency of character-building processes. At the micro level, school management is encouraged to discontinue the practice of indulging students for the purpose of company loyalty. Educational institutions must boldly integrate the rigor of moral idealism with a professional and standardized quality assurance system, characterized by explicit Standard Operating Procedures. The study’s drawback is its dependence on solely literature analysis. Consequently, additional study is highly advised to perform empirical comparative case studies in this domain to evaluate the efficacy of implementing the eudaimonic paradigm in enhancing school quality in Indonesia.

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