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Adapting to Service Quality; Building Public Trust through A Servqual Perspective

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Abstract:

This article aims to analyze the quality management of madrasah services in building public trust in MAN 1 Tanjung Jabung Barat, Jambi. Public trust is included in the critical components to be taken into account. This is because competition in education is also heavily influenced by public trust. This study uses a qualitative approach to the type of case study. Data collection techniques are carried out through observation, interviews and documentation. Data analysis was carried out by referring to the concept of Milles and Huberman, namely data collection, data reduction, data presentation and conclusion. The research results were five forms of service quality management at MAN 1 Tanjung Jabung Barat, Jambi, in building public trust: applicable vision and mission, responsive human resources, communication forums, professional teaching staff and adequate teaching infrastructure. This research has implications for building and maintaining public trust for the continuity of education in madrasahs.

Keywords: *Service Quality, Public Trust, Servqual, Responsive Human Resources*

Abstrak:

Artikel ini bertujuan untuk menganalisis tentang manajemen mutu layanan madrasah dalam membangun kepercayaan public di MAN 1 Tanjung Jabung Barat, Jambi. Kepercayaan public termasuk dalam komponen yang penting untuk diperhitungkan. Hal tersebut dikarenakan persaingan dalam dunia pendidikan juga sangat dipengaruhi oleh kepercayaan publik. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan datanya dilakukan melalui observasi, interview dan dokumentasi. Analisis data dilakukan dengan mengacu pada konsep Milles and Hubberman yaitu pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian yang diperoleh terdapat lima bentuk pengelolaan mutu layanan di MAN 1 Tanjung Jabung Barat, Jambi dalam membangun kepercayaan publik, yaitu visi misi aplikatif, sumber daya manusia responsive, forum komunikasi, tenaga pengajar yang professional dan sarana prasarana memadai. Penelitian ini memberikan implikasi tentang pentingnya membangun dan menjaga kepercayaan public demi keberlangsungan pendidikan di madrasah.

Kata Kunci: *Mutu Layanan, Kepercayaan Public, Servqual, Sumber Daya Manusia Responsive*

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INTRODUCTION

Madrasahs are educational institutions with Islamic characteristics that attract the attention of today's society because of their existence and their role in National Education regulations. As part of an Islamic educational institution, madrasah must be able to adapt to the demands of life in the global era (Annur et al., 2022; Amet, A. 2023). This is corroborated by the fact that few opinions have emerged in a society that states madrasah in Indonesia as second-choice educational institutions, outdated and synonymous with underdevelopment (Moeis, 2022).

However, not all madrasah rely on this perception. Madrasah Aliyah Negeri (MAN) 1 Tanjung Jabung Barat, Jambi, is one of the madrasah that seeks to build community trust by improving the quality of internal and external services. Service, in this case, is interpreted as a service or service provided by the madrasa in the form of convenience, speed, relationship, ability and hospitality, shown through the attitudes and characteristics of customer service. For this reason, one way to gain customer trust is to adapt to service quality (Yılmaz, 2022; Alshurideh, 2022; Zhang et al., 2023). Because without these adaptations, madrasah are certainly left behind and further away from their communities. This is because service quality greatly influences public trust as customers in educational institutions (Mata et al., 2023; Hutahaean et al., 2023).

Trust is the most crucial variable in building a long-term relationship between one party and another (Satriady, 2022; Kanaan et al., 2023). Trust is understood to be vital in encouraging solid relationships with consumers; other parties cannot immediately recognize this, but it must be built from scratch and can be proven (Klein, 2022). Trust has been considered a stimulus for customers in a transaction between sellers and buyers so that consumer satisfaction can be realized as expected (Sohrabi, 2021; Pereira et al., 2023). Trust arises from a long process until both parties trust each other (Kasiem, 2020; Sharma et al., 2023; Chen et al., 2023). If trust has been established between the customer and the organization, efforts to build it will be more accessible; the relationship between the organization and the customer is reflected in the level of trust of the customers. Customer trust is all the knowledge owned by the customer and all the conclusions the customer makes about the madrasah.

The factors influencing customer trust are experience (experienced), quality of work and intelligence. Meanwhile, trust indicators include integrity, kindness and competence (Ardiansyah & Wahyono, 2021). There are two aspects of education customers, namely internal and external customers. Internal customers are school principals, teachers and other education staff. There are three groups of external customers, namely primary external customers, secondary customers and tertiary customers. Primary external customers are students or students, secondary external customers are parents and government leaders, and tertiary external customers are the job market and the wider community.

MAN 1 Tanjung Jabung Barat is an aliyah madrasah with a superior category to institutions of the same level in the same environment. The number of students can also be a benchmark in calculating customer trust because the

more people trust an agency, the community indirectly carries out promotions. In addition, the madrasa is an educational institution capable of providing quality services for the sustainability of its students at public and private tertiary institutions.

As of the last five years, this madrasah has been able to enrol students in tertiary institutions through achievement selection, tests and independent pathways. This is in line with the statement that service quality can be identified by comparing consumers' perceptions of the services they receive/obtain with the services they expect/want from the services of an institution (Ivanova et al., 2020). Service quality can be interpreted as fulfilling consumer needs and desires and accurately delivering something that consumers want (Permadi, 2023). Service management can be defined as the process of applying knowledge to plan, implement plans, coordinate and complete service activities in order to achieve service goals (Jariyah et al., 2023)

Research with the same theme was conducted by Majid (2020), who concluded that customer trust could be built through agency reputation. In addition, it is also stated in the research results that the company's service and contribution to providing value to customers can increase customer trust beyond what other competitors have. In addition, trust is not only based on symbols but on concrete evidence from customer experiences when enjoying airline services to foster trust in the company through its reputation.

Furthermore, Karsono et al. (2021) stated that a branding strategy could be carried out to increase public trust. Service quality can increase customer trust and purchase decisions (Kurniawan et al., 2020). Maramis et al. (2022) added that brand image and service quality could also increase customer trust.

Some of these studies focus on building and increasing customer trust, both from the profit and non-profit organizational sectors. The novelty in this study lies in the concept of service quality management which is used as the theoretical basis. The theory used as the basis for this research is the Servqual theory (Umoke et al., 2020; Inan et al., 2023). This theory measures service quality with five indicators: reliability, responsiveness, assurance, empathy, and tangibles (Sameena, 2020; Sembiring et al., 2020; German et al., 2022; Hatipoglu et al., 2023). For this reason, this study aims to analyze service quality management in increasing public trust in madrasah from the perspective of Servqual Theory at MAN 1 Tanjung Jabung Barat, Jambi.

RESEARCH METHODS

This study uses a qualitative research method with a case study type. This research focuses on service quality management in increasing public trust in madrasah from the perspective of Servqual Theory at MAN 1 Tanjung Jabung Barat, Jambi. Observations, interviews and documentation became a way for researchers to obtain data. To obtain valid and accountable data, the researcher interviewed several informants using a purposive sampling technique, consisting of 8 madrasa leaders, the deputy head of the madrasa, teachers and guardians of students.

Data analysis was carried out concerning data collection, reduction, display, and conclusions (Milles & Huberman, 2014). The various data obtained by the researcher are collected as a whole, then narrated neatly and systematically, and then reduced to sort and selected according to the needs and themes of the research to facilitate the researcher in obtaining conclusions at the end of the research findings.

RESULTS AND DISCUSSION

MAN 1 Tanjung Jabung Barat, Jambi, measures the quality of its services using the SERVQUAL method. The servqual model is a method used to measure service quality from the attributes of each dimension so that a gap value will be obtained, which is the difference between consumer perceptions of service and expectations of what will be received (Neyland et al., 2022). The five main gaps are the gap between customer expectations and management perceptions (knowledge gap), the gap between management's perception of consumer expectations and service quality specifications (standards gap), the gap between service quality specifications and service delivery (delivery gap), the gap between service delivery and external communication (communication gap), the gap between perceived service and expected service (service gap). There are five main dimensions of Servqual, namely tangibles, reliability, responsiveness, assurance, and empathy (commonly abbreviated as TERRA) (Fuchs & Fangpong, 2021). These five dimensions are the primary factors in determining the quality of services, including services.

These five dimensions then become indicators for implementing service quality management at MAN 1 Tanjung Jabung Barat to build customer trust. The form of service quality management in madrasah is an applicable vision and mission that is not just jargon from the madrasa, the realization of responsive human resources, the existence of a communication forum as a bridge that connects the madrasa with the community as customers, professional teaching staff and the availability of appropriate infrastructure.

This was mentioned by Hari Pasudi, the head of the madrasa, who said that "Managing the quality of service in this madrasa in building public trust includes trying to apply what is stated in the vision and mission of the madrasa, so it is not just written in the front or on the banner. Then strive for responsive HR because HR is also one of the keys in building an image that impacts public trust" (intw_1).

From this explanation, it can be understood that five steps are taken in the quality management of madrasah services in building public trust in MAN 1 Tanjung Jabung Barat. The five steps are applicable vision and mission, responsive human resources, communication forums, professional teachers, and adequate infrastructure, as shown in Figure 1.

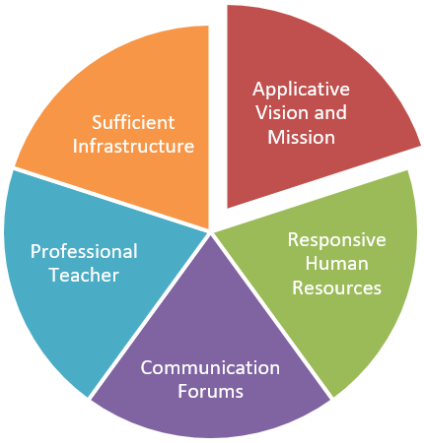

Figure 1. Service Quality Model in Building Public Trust

Applicative Vision Mission

The first thing that is attempted in implementing madrasah service quality management is to realize the things contained in the madrasah vision and mission in general. Nurwahijah stated this as part of Public Relations, who said that "As part of planning the quality of service in this institution starts from the formulation and implementation of the vision and mission itself. The vision and mission can attract people to this institution so that the community as external customers will not feel disappointed when they join this madrasa. To gain the public's trust, one of the indicators is being willed to serve wholeheartedly and providing concrete evidence" (intw_4).

From this explanation, an applicable vision and mission is an effort made by Madrasah to build customer trust. Vision is defined as an expression relationship by describing a desire to be achieved in an organization in the future. Therefore, this vision can be used for the future because vision can be a benchmark of aspiration, desire, or dream that one wants to realize, which is simple, concise, clear, and specific but with a broad and far-reaching meaning. At the same time, the mission describes the organization's identity, products, markets and specific methodologies or technologies of emphasis. The mission statement incorporates specifics about the organization that make it unique and describes its expectations for achievement, such as the organization's size, the scope of business and the number and variety of its businesses, markets and customers.

In general, madrasah have two scopes of vision, namely macro and micro vision. The macro vision of madrasah education is the realization of Indonesian society and nation with a religious attitude, scientifically competent, skilled and professional. The micro vision of madrasah education is the realization of religious individuals who have early-scientific abilities and are skilled and professional by order of life. Realizing the vision and mission of the madrasa is a form of service provided by the madrasa, in this case, MAN 1 Tanjung Jabung Barat, to the community or its customers.

The service category, in this case, is included in the reliability indicator according to the SERVQUAL theory because it is a form of madrasah's ability to provide the promised services immediately, accurately and satisfactorily to its

customers (Fuchs & Fangpong, 2021). This was later corroborated by an explanation from one of the student's parents, who said, "So far, I still believe in this madrasa. Almost all of the madrasah work programs socialized at the beginning of the parent-parent meeting were implemented well.

From this explanation, it can be understood that achieving the madrasa's vision, mission and objectives can give customers confidence and trust in the existence of MAN 1 Tanjung Jabung Barat in creating superior and competitive madrasah. This proves that madrasah have provided tangible evidence of the program's success, which has been perfectly achieved.

According to Vogelgesang et al. (2021) and Davidovitz et al. (2023), such beliefs fall into the category of trusting belief integrity, which means one's belief in the organization's honesty to maintain and fulfil agreements that have been made to customers. Through implementing the vision and mission, madrasah will find it easier to organize the implementation of culture and bring madrasa residents to understand better, accept, and care about achieving madrasa goals. Another impact, with a realistic vision and mission, will produce superior performance and quality (Cochran-Smith et al., 2021; Tang et al., 2022; Al'Abri et al., 2022)

Responsive Human Resources

Managing service quality in Madrasah in building customer trust by creating human resources responsive to development dynamics and society's demands. Human resources, in this case, are educators and educational staff at MAN 1 Tanjung Jabung Barat. Wakidi conveyed this as part of the Curriculum, who said that "As a form of providing the best service to the community, we strive to be teaching and educational staff who are responsive to the dynamics of the times and the demands of the internal and external society. Various ways were given by the head of the madrasa so that we have a responsive attitude, from giving directions, discussions to being an example as the main actors in this madrasa "(intw_2).

From this explanation, it can be understood that becoming a responsive human resource is the madrasah's endeavour to build public trust. The madrasa leadership ordered this responsive attitude through various strategies, ranging from directing strategies to giving examples or role models. Human resources are considered one of the most important factors playing a significant role in maintaining organizational sustainability and credibility and creating the public trust. The emphasis on human resources as valuable capital in organizations reflects more pressure on intangible resources than on real ones (Junaidi et al., 2023).

Human resources are used significantly as a driver of other resources and have a strategic position that contributes to realizing the company's organizational performance with a competitive advantage. Human resource development has a direct relationship with organizational profitability. Therefore, every organization is advised to optimize employee performance in providing optimal contributions, among others, by conducting training and development programs. It is also related to organizational productivity and can increase effectiveness and efficiency.

Communication Forums

Providing a communication forum that serves as a bridge for madrasah and parents of students is also part of the efforts of MAN 1 Tanjung Jabung Barat to build public trust. There are two types of communication forums: available in the WhatsApp group and in the form of forum meetings held periodically. This forum is named "Panguyuban Madrasah".

Nurwahijah conveyed this as part of Public Relations, who said that "In terms of information and communication, this madrasah has a forum that can connect between student guardians and madrasah represented by their respective homeroom teachers. There are two types of forums, one of which is on social media and the other is packaged in the form of periodic meetings" (intw_4).

From this explanation, the communication forum formed by the madrasa is an effort to familiarize the madrasah residents with the madrasah so that various kinds of information can be adequately conveyed and quality and reciprocal communication is established. Communication is one of the surefire ways to build a good network, especially in marketing educational service products, so it needs maximum communication for the community.

This communication forum is part of the madrasah's services in conducting discussions between customers and the madrasa. With these service activities, madrasah can inform the public about existing programs and regulations; for example, the madrasah introduces several existing special programs and shows some of the achievements that madrasah have achieved (Dalimunthe et al., 2021). In this way, madrasah can more easily increase public or consumer interest and interest in existing programs so that the public or customers can trust these madrasah as educational institutions that can educate their children with the special programs offered.

Professional Teaching Staff

The existence of professional educators is part of the form of improving the quality of service at MAN 1 Tanjung Jabung Barat. The professionalism of teaching staff is manifested in various forms, including high commitment, relevant educational background and increased teacher professionalism. This attitude is part of the service provided by the madrasah to madrasa residents, namely students, which results will then be something that parents of students or students assess.

In order to have professional teaching staff, various efforts have been made, such as training and further education. Wakidi conveyed this as part of the Curriculum, who said that "Professional teachers are a form of service that the principal of the madrasa always seeks in such a way with the hope that customers can trust the madrasa so that satisfaction can be built within the customer" (intw_2). Furthermore, Zainal Arifin, one of the teachers at the madrasa, said, "Professional teachers are not formed just like that; the head of the madrasa delegates several teachers to take part in training on innovative learning. In addition, the thing that is done by the head of the madrasa to be able to form professional teachers is to provide opportunities for teachers to continue their education" (intw_7).

From this explanation, it can be understood that teacher professionalism is pursued planned and systematically. The head of the madrasa believes that professional educators will produce good-quality learning according to community expectations. Professionalism is an activity or work carried out by an individual. It becomes a source of life and income that requires skills, skills or expertise by certain norms or quality standards and professional education (Rafsanjani et al., 2023). The educator is one of the essential things in an educational institution because he is the driving force and change, not even just as an agent of change but also as a person who educates, directs, guides and evaluates his students so that he can achieve the goals he wants (Tompul et al., 2022). Educators are educational staff who are qualified as teachers, lecturers, counsellors, tutors, tutors, instructors, facilitators, and other designations appropriate to their specificities, such as participating in the administration of education (Sugiono et al., 2023).

Someone who behaves professionally is someone who in his work requires optimal experience and special training, legal responsibilities such as licenses to carry out work and determine standard ethical achievements (Munawir et al., 2022). Several surveys show that a professional tends to concentrate more on the ethics of professional responsibility compared to others. In addition, professional educators will provide extra services to their customers because a professional person's commitment is firm (Zahroti et al., 2023).

Adequate Infrastructure

Adequate infrastructure at MAN 1 Tanjung Jabung Barat is part of service quality management. The existing infrastructure at the madrasa is quite complete. This starts with the ownership of classrooms, teachers' rooms, leadership rooms, laboratories, canteens, sports fields, libraries, places of worship, etc. This is by the narrative from Hosiah as the facilities and infrastructure section, who said, "The management of service quality in madrasah is reflected in the availability of adequate infrastructure. 98% of the infrastructure in this madrasah has met the supra standards as stated in the legislation. The existing infrastructure includes classrooms with chairs and desks, teacher's room, leadership room, science and computer laboratory, canteen, sports field, library and place of worship" (intw_5).

From this explanation, it can be understood that the madrasa is quite complete and adequate by the standards in government regulations, so it can become a supporting component in obtaining quality learning outcomes so that it is not inferior to other schools in general (Angrainy et al., 2020; Dwiputri et al. al., 2021).

Learning facilities are, more precisely, equipment and tools that can be used directly to support the teaching and learning process, for example, facilities in the form of tables and chairs, blackboards, projectors and others (Rizal & Tuasikal, 2023). Meanwhile, learning infrastructure is an essential facility with long service life, such as classrooms, laboratories, and libraries (Lestari et al., 2023). The infrastructure owned by the school is a supporting factor for the implementation of school programs, especially learning activities carried out by

teachers (Zaihan et al., 2023). Complete and good facilities and infrastructure support teaching and learning activities in schools to achieve optimal and quality results.

Departing from adequate facilities and infrastructure will give a positive response from the community, which leads to their confidence to send their children to madrasah. This was conveyed by Amir Mahmud, one of the student's guardians, who said that "The availability of adequate equipment at this madrasa makes me believe that my son will be given the best service in his studies so that it will lead him to success in his education" (intw_8).

From this explanation, it can be understood that the public's trust in madrasah is built by the assumption that complete facilities and infrastructure will enable their children to obtain optimal learning. In addition, the status of madrasah is not an excuse which then becomes the cause of loss of trust and quality of learning. Customer trust is a category of trusting intention (Harrigan et al., 2021; Li et al., 2022), meaning that the customer's willingness to depend on madrasah is in the form of accepting risks or negative consequences that may occur. This can be seen from the comparison made by customers between madrasah and public schools. Thus it can be understood that these customers know that the quality of public schools is also good, but these customers are sure and willing to depend on madrasah (Satriady, 2022).

CONCLUSION

Management of the quality of madrasah services in building public trust is divided into several forms, including applicable vision and mission, responsive human resources, communication forums, professional teaching staff and adequate infrastructure. From these various efforts, the community's trust in madrasah is built, which will lead to trust in integrity, competence, benevolence, and intention. The service quality indicators performed by MAN 1 Tanjung Jabung Barat are always guided by the five dimensions of service quality, namely, tangibles, reliability, responsiveness, assurance, and empathy. The results of this study are limited to the focus and locus of this research and cannot be generalized to all educational institutions or organizations. This is what makes the limitations of this study so that further researchers can develop it.

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