



THE ESSENCE OF QUALITY EDUCATIONAL SERVICES IN MADRASA IBTIDAIYAH

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Abstract:

This study aims to determine the essence of the quality of educational services in Islamic elementary schools. The method and type of data collection in this research is a research library by collecting books, journals and the results of previous studies that support the research theme. The concept of quality education refers to policies, teaching and learning processes, curriculum, infrastructure and educational staff. This quality must refer to the achievement of progress based on planned changes. There are two strategies for quality educators, namely academy-oriented education to provide a minimal basis in the course of education required by the demands of the times and improve the quality of education that is oriented towards life skills.

Keywords: *Quality, Educational Services, Madrasah Ibtidaiyah*

INTRODUCTION

Quality is a hot topic in the world of business and academia. However, this term requires a careful response and needs to be interpreted carefully (Saifulloh, 2017) . The main factor that determines the performance of an organization/institution is the quality of the goods and services it produces. Quality products and services are products and services that are in accordance with what consumers/customers want. Therefore, organizations/institutions need to know customers/consumers and know the needs of these customers/consumers (Hp, 2015) .

The quality of an educational institution is a combination of the characteristics of the services provided that match or exceed the expectations and satisfaction of its customers, both express and implied. (Ambarita & Nasrun, 2016) . If the goal of quality is to meet customer needs, then what must be clarified is the customer's needs and wants. To strive for the services provided to provide satisfaction to its customers, the various types of services and their respective customers must be sorted out. (Baharun & Zamroni, 2017) .

Customers of educational institutions are categorized into two types, namely internal customers and external customers. This means that institutions must provide services to parties within the education delivery system (internal customers), namely teachers and employees; and parties who are not part of the education delivery system (external customers), namely students, parents, government, funders, users of graduates. Thus, quality educational institutions are institutions that are able to provide services that match or exceed the expectations of teachers, employees, students, funders (parents, government), and users of graduates. (Hasan et al., 2022) .

Quality is the same as having quality and weight. So quality education is the implementation of education that can produce professional staff in accordance with the needs of the state and nation at this time. While relevant means related, relevant, and directly useful (Prasojo, 2016) . In line with the process of equal distribution of education, quality improvement for every level of education through schooling is also carried out. This quality improvement is directed at improving the quality of inputs and

graduates, processes, teachers, facilities and infrastructure, and the budget used to carry out education (Faizin & Sholehati, 2019) .

The low quality and relevance of education is influenced by several factors. The most important factor that influences is the quality of the learning process which has not been able to create a quality learning process (Syukron, 2022) . Educational outcomes are also not yet supported by an institutionalized and independent testing and assessment system, so that the quality of education cannot be monitored objectively and regularly (Puji, 2017) . Comparative tests between the quality of education in one region and other regions have not been carried out as expected. So that the results of educational assessments are not functioning for the improvement of educational processes and outcomes (Huda, 2017) .

In addition, the school curriculum which is structured and loaded with loads makes the learning process rigid and uninteresting. The implementation of education like this is not able to foster students' creativity to learn effectively. system in effect at the time currently also unable to bring teachers and lecturers to carry out learning and management of learning to be more innovative (ROfie, 2017) .

In quality education, the implementation of the curriculum is determined by determining the scope of material that is determined centrally, so it is necessary to implement changes towards a competency-based curriculum, and that is more sensitive to developments in science and technology. The low quality and relevance of education is also caused by the low quality of teaching staff. Assessment can be seen from the learning qualifications that can be achieved by the teacher and lecturer. Compared to other developing countries, the quality of higher education teaching staff in Indonesia has a very fundamental problem (Hasan et al., 2022) .

RESEARCH METHODS

Method And type collection data in this research is by literature study (*library research*) with gather books, journal And results study earlier Which support theme study, among them literature about leadership Which covers model leadership transformational, visionary and situational. *Library research* interprets data analysis description . This research data analysis technique use approach descriptive analysis. Stages started with do reduction data from source bibliography, then organize and describe data, do verification Then terminated with conclude data For answer formula problem.

RESULTS AND DISCUSSION

Service Quality

Service quality can be defined as the distance between expectations and the reality that customers feel for the service they receive. If the distance between expectations and reality is close and even appropriate, then the quality of service perceived by the customer is positive or good, if the distance between expectations and reality is far, then the quality of service perceived by the customer is negative or not good. (Sitti Nurfaidah Samad, 2019) . According to Lewis and Booms (in Prihatmadji et al., 2022) , quality of service as a measure of how well the level of service provided is able to match customer expectations. So from this opinion it can be concluded that there are things that greatly affect the quality of service, namely between the expected service and the perceived service.

Characteristics of Services/Services

The definition of service that has been explained by several experts, we can understand the characteristics of service, that service cannot be touched like goods, and cannot be owned, but service can be felt and can be assessed by consumers/customers. Kotler provides four boundary characteristics for the types of services, namely: (a) services differ based on equipment *based* or people base (*people based*); (b) some types of services require the presence of a client (*client 's presence*) ; (c) differentiated services in meeting individual needs (*personal need*) or business needs (business need); and (d) services are differentiated based on their purpose, namely profit or non-profit (

profit or non-profit) and based on ownership, namely private or public (*private or public*) . (Utami et al., 2022) .

Services or services are felt by consumers when the service is provided. As stated by Norman (in Widodo, 2019) , that the service characteristics are as follows:

Service is intangible, service is quite the opposite its nature with finished goods, the service in fact consists of real actions and is influence whose nature is social action. Production and consumption of services cannot be separated real, because in general they occur simultaneously and cannot be separated.

Service Quality Approach

Quality of service is the achievement of customer expectations to meet the standards related to their wishes. Customers in this case are students of college services. The service quality approach that is widely used is the ServQual model . ServQual is built by comparing the two the main factor is the service received compared to expectations consumer. The comparison of the two main factors is contained in five dimensions of service quality from the ServQual model that has been developed, that is (Buchari & Saleh, 2016) :

Responsiveness (Response); The ability of officers in the institution understand the desires of training participants and the ability to provide responses to complaints and problems faced by participants.

Reliability (Reliability); The ability of officers in the institution to provide the promised service promptly, accurately and satisfactory according to the expectations of the participants.

Assurance (Guarantee); Knowledge, courtesy, friendliness, and the ability of officers to foster a sense of trust in training participants.

Empathy' The ability of officers in institutions to give attention sincere and special nature given to the participants trying to understand the wishes of the participants.

Tangibles (Direct Evidence); The ability of an institution in shows direct evidence which means physical form, namely the means training infrastructure such as classrooms, rooms, prayer rooms, toilets, waiting room and others. Then the neat appearance of the officers and clean is direct evidence of the readiness of officers in serve.

Service quality means identical or equal to excellent service, namely provide the best service. Said (2018) formulate a service quality model that highlights the main requirements to provide the expected service quality. This model identifies five gaps that allow the failure of service delivery, namely;

First , the gap between consumer expectations and management's perception of service. This gap occurs because of a lack of marketing orientation, inadequate utilization of research findings, lack of interaction between management and customers, inadequate bottom-up communication and many levels of management. The requirement to produce high service quality is to display standards that reflect management's perception of consumer expectations.

Second , the gap between management's perception of consumer expectations and service quality specifications **n**. The quality of service provided to consumers is strongly influenced by the standards they evaluate. If service standards do not reflect consumer expectations, the service quality perceived by consumers will be poor and vice versa. Sometimes management is able to understand exactly what customers want, but they do not set clear performance standards.

Third , the gap between service quality specifications and delivery service. The causes of this gap include the lack of trained employees, the workload exceeds the limit, cannot meet work standards or does not want to meet the specified work standards.

Fourth , the gap between service delivery and external communication. Consumers are influenced by advertisements and statements made by companies, but they get services that are not real, meaning that the promises advertised by companies do not exist and are not fulfilled.

Fifth, the gap between perceived service and actual service expected. If the service perceived by consumers is better than the expected service or the expected service is the

same as the service received, then the company will receive a positive image and impact. This gap can be known and felt by customers from other people, past experiences, and non-compliance with their needs. To cover this last gap, it must be covered with the other four gaps.

Quality of Education Services

A quality education depends on the goals and what will be done in education. The definition of quality education must recognize that any education is included in a system. Quality in some parts of the system may be good, but quality may be poor in other parts of the system, leading to a reduction in the overall educational quality of education (Hp, 2015) .

Quality is an assessment of the extent to which the product meets certain criteria, standards or references. In education , this standard can be formulated temporarily through learning outcomes from scholastic subjects which can be measured quantitatively and observations made qualitative in nature, especially for the field of study of religious education, moral education and character (Natalia, 2019) .

The quality of this education is not determined by schools as teaching institutions only, but adapted to what is the view and expectation of society which tends to always develop along with the demands of the times. Therefore, education in madrasas must have harmony between educational programs and goal to be achieved (Ambarita & Nasrun, 2016) .

The purpose of education as expected in Law No. 20 of 2003 in article 3 states that, "national education functions to develop abilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become good human beings. have faith and piety, be noble, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen (Baharun & Zamroni, 2017) .

In the field of education, the customers of services are students, parents, and the community. Therefore quality education services are the provision of educational services in madrasas that can provide satisfaction to students in madrasas and the community or parents of students, in line with the expression of Hasan et al. (2022) , which suggests that:

"...Quality can basically be in the form of abilities, goods and services, the quality of education can refer to the quality of the process and the quality of the results (products). An education can be quality in terms of the process (which of course is greatly influenced by the quality of the input) if the learning process teaching takes place effectively, and, students experience a meaningful learning process and also acquire knowledge that is useful both for themselves and for others (functional knowledge) which is supported reasonably by resources (humans, funds, facilities and infrastructure)."

Whereas in the School Accreditation policy (in Prasajo, 2016) stated, that what is meant by the quality of educational services is:

"... a guarantee that the process of administering education in schools is in accordance with what should happen and in accordance with what is expected. So that the quality of education is in accordance with what should be and what is expected to be used as a benchmark . "

So based on some of the opinions mentioned above, it can be concluded that what is meant by the quality of educational services is the guarantee that the process or service of implementing education in schools is in accordance with predetermined standards and is able to fulfill the wishes of students and the public (customer satisfaction).

CONCLUSION

The concept of education quality refers to policies, teaching and learning processes, curriculum, infrastructure and educational staff. This quality must refer to the achievement of progress based on planned changes. There are two strategies for quality educators , namely academy-oriented education to provide a minimal basis in the course of education required by demands of the times and improving the quality of education oriented to life skills.

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