CUSTOMERS IN THE PERSPECTIVE OF QUALITY AND ITS IMPLEMENTATION IN EDUCATIONAL INSTITUTIONS

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Abstract:

Educational institutions have an important role in providing quality educational services to their customers, namely students, parents and the community. This research aims to examine the role of customers in determining the quality of educational services and to identify implementation strategies that can increase customer satisfaction in educational institutions. The research method used is qualitative research by conducting in-depth interviews and literature studies to understand the quality perspective from the customer's point of view. The research results show that this research makes an important contribution to educational institutions to improve service quality by understanding customer perspectives. The implications of this research finding can be used as a basis for designing policies and implementation strategies that are more effective in increasing customer satisfaction in educational institutions.

Keywords: *Customers, Education Services, Customer Satisfaction*

INTRODUCTION

In this world full of progress, it has brought many changes to aspects and systems of human life. The world of education is also feeling the very significant impact of globalization, so educational institutions must respond more quickly to these changes. Edward Sallis in his book Total Quality Management in Education says that educational institutions are required to quickly adapt and position themselves by improving quality and implementing management in a professional and modern manner. (Theory & Emotional, 2004)

Quality education is the hope of all parties and is the target and center of attention of all components, both organizers, users and observers of education itself. Quality education is something that every society, nation and country really hopes for, basically quality shows the superiority of a product over other products. (Ully Muzakir, 2013) and (Hosang & Katuuk, 2021) According to Joseph Mosen Juran, an engineer, consultant management, and the Romanian-born writer has the opinion that quality is suitability, whereas according to Crosby it is conformity with standards, according to Rohiat, goods or services that can satisfy the customer's expected needs, (Fadillah, 2015) on the other hand, it is also a product that satisfies the customer's expectations. . (Pesantren et al., 2017), (Mundiri, 2015) and (Suti, 2011) even the entire community is oriented towards quality. (Lubis, 2020)

Quality of education comes from two terms, namely quality and education, meaning the quality of products produced by educational institutions or schools which are identified by many students who have achievements, both academic achievements

and soft skills, and have graduates who are relevant to the needs of society. (Aziz, 2015) and (Fadhli, 2020). with quality education, it is able to shape the character and civilization of the nation. (Munandar, 2020) and (Kurniawan, 2020) also quality products in education where institutions are able to manage all potential optimally starting from education staff, students, learning processes, educational infrastructure , finance as well as those related to society. (Mubarak, 2004), (Utu et al., 2021) and (Syarifudin, 2020)

The discussion in this paper focuses on the quality of customers or users and the interests and expectations of these customers regarding Islamic education. Islamic education is said to be of good quality when it is able to provide comfort and satisfaction and also fulfills the expectations of consumers/users or customers of Islamic education. Among these expectations is that the product of Islamic education or its graduates must be able to practice the values of Islamic teachings whose benefits will be directly felt by society. Educational institutions then no longer manage the provision of Islamic education haphazardly and in a traditional manner, but must be oriented towards professional and modern management. Special management capabilities are needed, so that educational output is in line with the needs of the wider market share.

RESEARCH METHODS

The method used by researchers is a qualitative approach to examine research in detail, a descriptive type of research. The research data source was obtained from the Al-Mashduqiah Islamic Boarding School Student Care Staff (purpose sampling) but also considered the snowball sampling model. The data collection techniques use participant observation techniques, in-depth interview techniques, and documentation. Meanwhile, technical data analysis involves collecting data, reducing data, displaying data, and drawing conclusions. Meanwhile, the validity of the data uses triangulation, namely testing the data between data sources, methods, data collection techniques and theory). Furthermore, this research is carried out to extend the time and costs if necessary.

RESULTS AND DISCUSSION

We often hear and use the term customer in the world of business or commerce. Customers are people who regularly use our products or services and help direct and demand a company or institution to act in accordance with certain quality standards according to their wishes. This term is related to people or parties who always visit or shop with us, as if they have become customers, and carry out transactions in the form of buying or utilizing a business product in the form of goods or services that are sold or marketed, or just looking around the business premises and exchanging thoughts about the business. Linguistically the word customer comes from the words; "Subscription - subscription which means regular buying and selling, and customer means; "people who buy goods on a regular basis," according to Vincent, what is meant by customers are: All people who require us (or our company) to meet certain quality standards, and therefore will influence our (or our company's) performance."

Their demands and desires influence the appearance or policies of an institution. The institution automatically then depends on the wants and needs of customers, so that almost all customer desires are a priority that must be satisfied.

Education is a service or service business, therefore the products it produces are in the form of services and not in the form of goods. As a service product, the quality performance indicators or quality of education are determined by the level of customer satisfaction of the education. (Irwasyah & Suradji, 2021) In the business world, there are three types of customers, namely: 1) Internal customers are; people who are in the company and have influence and performance (performance) of our work or company. Purchasing, production, sales, payroll, recruitment and employee departments are examples of internal customers. 2) Intermediate customers are; those who act or act as intermediaries, not as end users of the product. Distributors who distribute products,

travel agents who book hotel rooms for end users, are examples of intermediate customers. 3)External customers are; buyers or end users of the product, who are often referred to as real customers. External customers are people who pay to use the product produced. Sometimes customers differ between those who pay and those who use.

Education customers are divided into several types of education customers consisting of: main customers, namely students who directly receive services, second customers, namely parents, governors or student sponsors who have direct interests individually or institutionally, and third customers, namely, parties who have important role, although indirect, such as the government and society as a whole.

Customers are divided into two parts, namely internal customers and external customers. External customers are students, parents and others, while internal customers are everyone who works in each institution. For more details on the picture of customers in education, as below:

Student	Key External Customers or Clients
Parents/Regional Heads	Sponsor's Second External Customer
Government/Society	Job Exchange's Third External Customer
Teachers/Staff	Internal Customers

Nurkolis also divides educational customers into two aspects, namely internal customers and external customers: "Internal customers are school principals, teachers and other educational staff. There are three groups of external customers, namely primary external customers are students, secondary external customers are parents and government leaders and tertiary external customers are the job market, government and the wider community."

By knowing the educational customers mentioned above, in managing education in general and specifically Islamic education, you must pay attention to educational customers, both internal and external customers. It is these customers who determine the quality or grade of education. Customers in education can be defined as individuals or groups who receive educational products or services. In the context of Islamic education, customers can refer to people who use or receive Islamic education services, such as students, parents and the government. (Irwasyah & Suradji, 2021)

Education customers have an important role in determining the quality of education, because their satisfaction and expectations must be met for education to be considered quality. (Wijaya & Hasanah, n.d.) Education customers can also influence the structure of education costs, subsidy policies, and curriculum development. In the context of general education, primary customers are students, secondary customers are parents and the government, while tertiary customers are employees, government and society.

In the context of education, consumers are individuals or groups who use educational services or products, whether internal consumers, such as teachers, school principals, employees, or external consumers, such as students, parents of students, the community, or the government. Their behavior is important to understand in order to satisfy their needs for educational services and products. (Hermanto Nst, 2018)

Nowadays it is increasingly believed that the main key to winning competition is providing value and satisfaction to customers through delivering quality products and services at competitive prices. (Putra, 2021)

In general, the types of educational customers can be divided into two, as explained above, namely internal customers and external customers. However, if you pay attention to the level of customer needs and participation in a product, it can be grouped into several rankings. Syafruddin Chan divides it into several levels, including: Gold Customers (Gold), is a group of customers who provide the greatest benefits to companies or educational institutions. This group always uses the greatest educational

services. There are several characteristics of this gold customer, namely: a) They have the potential to continue to increase their profit contribution to companies or educational institutions. b) They are well-off people and tend not to have problems with finances. c) They are quite smart, and realize that moving to a competitor or another school will pose a risk to the continuity of service supply, as well as the comfort they have previously obtained. d) There are not many of them, but the role they play is quite large in determining educational success. Silver Customers, this group still provides large profits even though its position is still below gold customers. They tend to be somewhat sensitive to educational costs. They are not as loyal as gold customers, they can be influenced by promotions or offers at schools or other institutions. If there is a better offer from another school, it is easy for them to turn away. Bronze Customers, this group is the largest in number. This group is classified as low level, they choose school because they are motivated by the various conveniences they obtain. This group was accepted because it was motivated by meeting customer acceptance targets. As a result, schools sometimes don't think enough about providing excellent service to them. Iron customers, this group is classified as customers who, instead of making a profit, actually cause many problems that burden schools or institutions. It tends to often demand greater attention and tends to be problematic, making almost no contribution to the institution.

In all educational institutions you will find this level of customers. The more customers at the top level in the form of gold and silver, the better the quality of the institution or school. Likewise, if a school finds more iron customers, it will encounter many problems. For this reason, efforts are needed to increase the contribution of each customer rating. A school or institution can do the three things below, namely: 1) Change customer behavior to move to a higher ranking. Customers are encouraged to take advantage of more educational output. And they don't just take advantage of the added value of institutions or schools. 2)Prevent customers from dropping levels. Therefore, education providers must observe the behavior and characteristics of customers who have dropped in level, then reflect this information to other customers to prevent them from dropping in level. Among the strategies used are improving service quality or providing rewards for each transaction carried out. 3) Change the education fee structure to make them more attractive by means of cross-subsidies or classification based on customer income. Customers who have high income get high payments while customers who have medium and low income must be adjusted.

Changes in customer behavior will greatly affect the quality of educational institutions, for this reason organizers need to carry out various strategies in marketing and providing excellent service to customers.

Educational institutions are often trapped in marketing education by prioritizing the quality of education through the quality of graduation, promotions and school advertising. Meanwhile, how to recognize customer characteristics has received little attention at all. It is these educational customers who will determine the quality of an institution or school. For this reason, it is necessary to know exactly what the characteristics of each type and level of customer are. There are several customer characteristics including: 1. Always compare, because the reality is that you are faced with choices. When choosing or evaluating a school, customers always compare it with other schools or institutions. If in a place there are several competing institutions, then we will find out the customer characteristics to compare these institutions. 2. Be more selective in consuming products/services. Customers in choosing a school or utilizing educational results such as graduates of a school are always selective. It is not immediately or easy to choose a school or utilize graduates of that school before going through several selections or certain assessments. Customers are always picking and choosing which schools suit their wishes and which ones don't. 3. The bargaining position is high. Customers have a high bargaining position, because they make a large contribution to the school. Schools must pay more attention to them so that they do not switch to other institutions. 4. Personal focus (self-desires always want to be fulfilled). Customers are king, therefore their desires should be the main focus of attention. Their

rights must be paid more attention to, even though sometimes they demand more rights than obligations. All services in providing education must be centered on the needs and desires of customers. By paying attention to and fulfilling all desires, a level of customer satisfaction will be achieved. Customer satisfaction is the main goal of implementing educational services. 5. Critical of quality. Customers are the parties who use the products or output of an educational institution, so they are always critical of the quality of education. They always provide various suggestions and criticisms in order to improve quality. They do not want the institutions they subscribe to to have low quality, but must have high quality. 6. Demand competitive prices. To produce quality education, high costs must be required. Every school that wants quality, definitely set high fees or prices too. However, there are also quality schools but the cost of education is not that high. This is often a comparison for customers when choosing a school. They sometimes choose schools that are high quality and cost cheap rather than choosing schools that are high quality and expensive. 7. Consuming products/services as a social status. Quality educational products or services will be a source of pride and raise social standing for customers. If a school is known for its excellence and quality, then that school will be the target of everyone. Every person or child who graduates or comes from this school as an alumni will feel proud and have their social status raised.

Apart from the characteristics as explained above, there are also several ways to get to know customer characteristics in more depth. There are 7Cs including: 1. The first C is Common Person. The character of people with this type tends to act independently, be religious, do everything perfectly, and don't complain much when carrying out their activities. Facing customers like this, logic is the basis for decision making. 2. The second C is Continuous Learner. This type of person has a tendency to like details, perfection, trust in data/evidence, and long dialogues. To deal with such customers, a rational approach is needed and supports facts and direct benefits to be obtained. 3. The third C is Critiques. This character is not unlike politicians: he talks a lot, easily steals other people's ideas, enjoys being a superior figure, likes to be praised, and even dares to distort the facts. Dealing with this type it takes extra effort and you have to be good at taking things to heart. Praise is a powerful weapon for them. 4. The fourth C, Camper, tends to be "status quo" or resistant to change, the future is gloomy, days are full of disasters, does not dare to make decisions, tends to dress shabbily. Facing this type of customer, we need to be patient to convince them. Give examples of other people who have also succeeded and help them make decisions. 5. The fifth C is Climber. This character is always dynamic, easy to get along with, lots of friends, a crowd source, extroverted, happy about personal things, but sometimes often breaks promises so that work is rarely completed. When dealing with this type of customer, they must always be held or embraced, communication needs to be intensive, an approach that stimulates their emotions is the most effective. 6. The sixth C, Crazy Artist, is a character who can be said to be unique. They are always imaginative, introverted, speak flatly, are easily offended, don't like crowds, being alone is something fun, and their clothing sometimes tends to be extremely tacky or otherwise neat. To deal with this type of customer, never be offended, you need to be patient, and visual language is easier to digest than verbal. 7. Finally, the seventh C is Cash Registered. In this type of person, all orientations are measured by money, tend to be self-interested, have good and structured speech, and are skilled negotiators. When dealing with customers in the above categories, you need to be extra careful, give them the best, they like something that gives them popularity. These are several types or characteristics of customers that an Islamic education provider must know. Characteristics like these of course applies generally and equally to all types of education customers, including Islamic education customers.

Customer expectations or expectations in education can range from the quality of teaching, facilities, to a pleasant learning experience. Education customers, such as students and parents, have high expectations for the quality of the education they receive. Therefore, it is important for educational institutions to understand and fulfill

customer expectations in order to provide quality educational services. Education customers can also have expectations regarding education costs, subsidy policies, and curriculum development. In the context of Islamic education, education customers can have expectations regarding religious and moral teaching. Understanding the expectations of education customers can help educational institutions to improve quality of educational services and meeting customer needs.

Every educational institution will always try to get and retain existing customers. For this reason, education organizers or managers must know the characteristics of each education customer as above. After knowing, the next step is to provide service to each customer. The essence of the service carried out is aimed at getting satisfaction from customers. The term satisfaction itself is not easy to define, as stated by James G. Barnes who quoted Richard Oliver's opinion, that: Satisfaction is the customer's response to the fulfillment of needs. This means an assessment that a form of special feature of a good or service or the goods/service itself provides a level of comfort related to fulfilling a need, including fulfilling needs below expectations or fulfilling needs exceeding customer expectations. Apart from this definition too There are several experts who provide definitions of customer satisfaction or dissatisfaction. Among them are as quoted by Fabdi Tjiptono, among others, as follows: 1. That customer satisfaction or dissatisfaction is the customer's response to an evaluation of the perceived disconfirmation between previous expectations (or other performance norms) and the actual performance of the product that is felt after its use. 2. As an emotional response to the evaluation of the consumption experience of a product or service. 3. States that customer satisfaction is a post-purchase evaluation where the alternative chosen is at least the same as or exceeds customer expectations, while dissatisfaction arises if the results (outcome) do not meet expectations. 4. Customer satisfaction is the level of someone's feelings after comparing the performance (or results) they feel compared to their expectations. From the various opinions above, it can be concluded that the definition of customer satisfaction includes feelings of happiness or disappointment regarding the difference between expectations and performance or the perceived results of a product whether they meet expectations or not.

Apart from paying attention to several things related to customers as above, an Islamic educational institution needs to monitor and measure customer satisfaction. This is done in order to provide feedback and input for the purposes of developing and implementing strategies to increase customer satisfaction. Which customers are satisfied and which are less or not. Apart from that, which programs are superior and produce customer satisfaction and vice versa which disappoint customers. Measuring customer satisfaction can be done using several methods, including: Complaint and Suggestion System Customer-centered organizations or educational institutions need to provide ample opportunities to students customers to convey their suggestions, opinions and complaints. All of this is done using various existing media and channels: 1. Ghosts & shopping, One way to get an idea of customer satisfaction is to employ several people to act or act as potential customers at a competing institution. They then report their findings regarding the strengths and weaknesses of competing educational institutions' products, based on their experience in utilizing various competing institutions' products or outputs. 2. Lost customer analysis, Educational institutions should contact customers who have churned or who have moved to other competitors, in order to understand why this happened. From the results of the information obtained, several policies for improvement or improvement are then taken. 3. Customer satisfaction survey

Through surveys of educational institutions, you will get responses and feedback directly from customers and also give a positive impression that the institution pays attention to customers.

The satisfaction felt by Islamic education customers is certainly a guarantee that the educational institution has produced high quality products. Therefore, if an educational institution has produced customer satisfaction, this will have implications

for continuous improvement, so that the quality of the institution that has been obtained must be updated at all times so that customers remain satisfied and loyal. Some of the benefits of customer satisfaction include: a. The relationship between Islamic education and its customers becomes harmonious. b. Provide a good basis for repeat purchases. c. Form a word-of-mouth recommendation that is profitable for the company. d. The company's reputation becomes good in the eyes of customers. e. The profits earned can increase.

With the various explanations that have been stated above, at the end of this paper we can explain in general what customer satisfaction with Islamic education really is. What must be done to produce Islamic education customer satisfaction? As at the beginning of the explanation, educational customers consist of internal customers and external customers, so customer satisfaction also includes internal customer satisfaction and external customer satisfaction.

Internal customer satisfaction is very important, because they are people who are directly related to the institution. School principals and teachers are important elements in the educational service process. That's why giving them satisfaction in the learning process will be something very meaningful. Principals and teachers must obtain satisfaction from their institutions. Their rights must be given so that their obligations can be fulfilled optimally.

Institutions or institutions should provide rewards, such as standard promotions and salaries, incentives, scholarships that are relevant to the institution's capabilities, comfort in working, appreciation for the innovations produced and so on. Likewise, employees must also have their rights fulfilled so that they can work tenaciously and intelligently. They will work hard if there is an award given to them. The award does not have to be in the form of goods or money, but also honor, service and appreciation. Giving awards will certainly have a positive impact

in order to strengthen solidarity between leaders, teachers and employees. A high level of satisfaction will also produce high work morale. From this high work spirit, it is hoped that good quality will also be produced.

The main key in identifying internal customer needs is continuous communication between principals, teachers and employees who are interrelated and depend on each other as individuals, and between departments or groups who depend on each other as a unit. In this communication, each party conveys its needs to the other party, so that there is mutual understanding and cooperation between individuals and between departments in the educational organization concerned.

External customer satisfaction (external customer). Primary external customers are students. Students are the main and main customers. If there is an educational institution without students, that is pure nonsense. That's why providing maximum service so that students feel comfortable and feel they are getting something from the institution where they study is the obligation of the institution, leaders, teachers and employees of the institution. Students are the main external customers, so all programs and activities carried out at the institution are aimed solely at increasing student satisfaction. If the learning model does not meet their individual needs, then it means that the institution cannot claim that they have achieved integrated quality. Because of this, it is necessary to create a quality learning climate or process of teaching and learning activities, by meeting the quality standards of education. Apart from that, it is also supported by various superior and attractive facilities and infrastructure.

Secondary external customer satisfaction. The existence of an institution is largely determined by the presence of fanatical external customers. Their satisfaction is the key word for the institution's continued existence. We can pay attention to a father or a large family later send all their children or family to the same school or university. This can happen or be done because of external customer satisfaction with the quality of the school or educational institution. Educational institutions must think about how customers - parents or guardians, stakeholders and so on - will feel satisfied with the Islamic education service products. They then develop various programs that suit the needs of parents. The most obvious hope of parents' needs is that apart from having

broad and intelligent knowledge, their children must have noble morals and be able to practice Islamic teachings correctly and consistently in their daily lives in society.

Tertiary external customer satisfaction is the ultimate target of an educational institution's products. They are customers who need and utilize the output of an educational institution. Their level of satisfaction will only be tested when they start recruiting and utilizing educational products. If the recruited personnel meet the qualification standards set by a company or institution and even provide added value, then a statement of satisfaction will automatically be formed. Therefore, every education provider needs to know the expectations or quality standards of various agencies or institutions, both government and private. So then various programs and changes are carried out systematically according to market share needs. In order to provide customer satisfaction, the key is that everyone involved in an educational institution must work hard to achieve the educational vision and mission. Organizers must have. So the most important element in producing customer satisfaction is interaction or communication between education providers and customers. In this communication, each party conveys its needs to the other party, so that mutual understanding and cooperation occurs that satisfaction. In this way, efforts to improve quality through customer satisfaction are expected not only to meet customer expectations but also to strive to exceed these expectations. In fact, it is able to produce various unique or added values for the institution that other competing institutions do not have.

CONCLUSION

Education customers include almost everyone, namely anyone related to the world of education. There are customers who come from within the institution, known as internal customers, and those who come from outside the institution, who are called external customers. Each customer has different character and characteristics. The task of education providers is to try to understand the character of their customers.

The customer is the king whose wishes must be fulfilled and served. Therefore, efforts are made to obtain information about customer needs and desires. Educational institutions then carry out their educational missions in accordance with the wishes of customers. By fulfilling the customer's wishes, it will give rise to a level of customer satisfaction. Customer satisfaction is a form of creating quality education, because the educational output is in accordance with customer expectations and desires.

To achieve quality Islamic education, education providers need to carry out reforms in the management of Islamic education. These reforms should be adapted to the demands of globalization and oriented towards customer needs. So that in this way we can produce superior quality Islamic education products, which can be absorbed in global competition and provide attractiveness and high bargaining value.

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